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ABSTRACT

The booklet describes approaches to teaching a large group of severely developmentally disabled students. The book begins with a review of the circle time format intended to foster motivation through a sense of playfulness, novel items, and opportunities for student participation and response. A theme approach to planning is advocated, and examples of some popular units using the calendar are given along with corresponding activities (including circuses and St. Patrick's Day). A multidisciplinary effort is featured in the description of lesson plans on home living developed by a speech/language pathologist and an occupational therapist. Additional lesson and theme plans are offered for music, creative movement, and cooking. (CL)

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"The teacher and the developmentally disabled student who, together take a complex learning task and attain mastery of it have surely succeeded in making a mole-hill out of a mountain."

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The book All Together Now described a format for group teaching that enabled educators to begin to attempt creative teaching activities for severely developmentally disabled individuals. It answered such questions as "How does one provide activities for a large group of developmentally disabled individuals when understaffed?" "Is it possible to teach a large group of varying developmental disabilities?" "Given the demands of the IEP (Individual Educational Plan) can one provide a single activity that will stress learning objectives in the cognitive, affective and psychomotor domain?" The answer was a resounding "YES".

This issue of Molehills Out of Mountains is a sequel to All Together Now. It has been written for people who have developed the skills of large group teaching and who need additional activities and varieties of the CIRCLE Time format as presented in the first book. If you have not yet tried to teach a large group of severely developmentally disabled students, then we suggest you use All Together Now before attempting the group activities in Really Together Now.

This book begins with a review of the original Circle Time format which provides the basic structure for all the large group activities. Highly motivating group activities will enable the special educator to achieve successful large group teaching. Key elements for these activities are: a sense of playfulness, use of items that are highly motivating and somewhat novel, and opportunities for student participation and response. We again include a response hierarchy that may be reproduced and posted with lesson plans. Creating a sense of motivation and "fun" with the activities comes from the unit or "theme" teaching approach to planning. Use of a calendar concept facilitates this type of planning. We have included examples of some of the more popular units using the calendar and the corresponding activities. The calendar concept of planning extends beyond the classroom into a multidisciplinary approach to teaching as an occupational therapist and a speech therapist share their activities for teaching goals in their areas using a "theme". Teachers who may have to limit the amount of time they allot for group teaching will find examples of units that are also built around the Circle Time Format.

Following the "unit plans" of Circle Time, we again take you to the exciting world of music. As with the unit activities, the music format shows how you can teach cognitive, psychomotor and affective objectives through songs and musical activities. We also hop on the current bandwagon of exercising to music by offering suggestions for simple movement routines to music. And lastly, the enticing world of a "cooking class" not only provides an array of sensory stimulation, but teaches self-help skills, language and cognitive skills along with valuable socialization opportunities.

We hope that the enthusiasm we have experienced doing these activities with our severely developmentally disabled students is evident in our description of the activities. Remember, be creative, enjoy, and rest assured that there's "fun" in a functional classroom.

The authors would like to thank the staff at Moses Field Center in Detroit who assisted in field-testing many of these activities.

MOLEHILLS OUT OF MOUNTAINS

Circle Time Format for Group Teaching

CIRCLE TIME can best be described as group language instruction and practice. Goals and objectives in the areas of language, reasoning and problem solving and attending can be worked on during circle time. Suggested goals and objectives are found in All Together Now. You will find that as you become familiar with the circle time format, you may select different goals and objectives that you feel will also fit into this format of teaching.

Teaching in a group promotes generalization of language and attending skills learned in a more individualized instructional setting. Each "Circle Time: consists of the following elements:

INTRODUCTION: Show objects, pictures or other materials that are to be used. Students look at, touch, identify or name the objects and/or pictures.

DEMONSTRUCTION: Name the "game" you will be playing. Describe the task to the students and demonstrate the task for all the students to see.

GROUP PRACTICE: Students practice task involved in the game.

HELPER: Students raise hands and are selected, one at a time, to perform the group activity.

When beginning to teach your students in a group, set minimal goals. For example, these goals were selected for a class of non-verbal, severely retarded individuals who were all learning to communicate through the use of sign:

1) To increase attending;
2) To increase motor imitation skills (imitating signs, gestures, a point or touch response);
3) To develop identification of objects and/or pictures; and
4) To develop ability to name a picture or object, using a sign.

Circle Time for these students initially lasted only ten minutes. Edible and social reinforcement was used for appropriate sitting, attending and communication behaviors. Edible reinforcement can be gradually faded until it is no longer needed.

The following list of suggestions should be considered when initiating group activities with your students:

1) Be consistent! Carry out at least one group activity each day. Decide on strategies to be used to cope with behavior problems and stick with it.
2) Start small. Select simple objectives and try a ten-minute group session while pouring on the reinforcement.
3) Include all students. A basic lesson plan can be modified to include students at different developmental levels. Select a response mode for each student to use.
4) Don't get discouraged! Most severely retarded students have not been taught to attend in a group. This skill takes time to develop.
5) Utilize ALL STAFF during Circle Time. One staff will act as the "group leader" while other staff provide models for appropriate responses, assist in reinforcement delivery and give physical prompts when needed.

MOLEHILLS OUT OF MOUNTAINS

Students at different developmental levels can be expected to respond to the activities in some way. The following list is a "response mode hierarchy" which describes a variety of responses from "easy to difficult". These suggestions are based on developmental scales and on the information from Washtenaw County ISD's language curriculum modules titled "Social and Cognitive Bases of Communication and Language". You will probably be able to think of other possible responses and fit them in.

-attends to instructor's face
-attends to interesting object or event (visual fixation)
-grasps objectives reflexively
-directs attention to object/event (visual tracking)
-begins to reach for what one sees (visual prehension)
-uses undifferentiated actions on objects (i.e., bangs all objects)
-uses approach or avoidance response to communicate termination or repetition of the activity (gaze return/aversion; motorically changes body position)
-uses augmentative systems to indicate termination or participation in activity
-uses purposeful grasp and release of object
-demonstrates function of an object
-points/gestures to object (given choice of 2)
-imitates simple motor patterns (raise hand, shake head, gestures)
-name object with word/sign/picture/symbol
-uses voice synthesized augmentative communication device (i.e., WOLF, HERMES) to answer questions
-names function of object using specified communication system
-uses a two-word phrase to label object and function

RESPONSE HIERARCHY

Attend/visual fixation

Reflexive grasp

Visual tracking

Visual prehension

Undiffereniated action on objects

Approach/avoidance response

Simple augmentative system response

Grasp/release object

Demonstrate function of object

Select object from a choice of two

RESPONSE HIERARCHY

Imitate simple motor patterns

Name object with selected system

Use voice synthesizer/computer devices to answer questions

Name function of an object using selected system

Use two word phrase to label object/function

word (vocal), sign, symbol, picture card (non-vocal)

LANGUAGE LEARNING

Rationale for a Group (Social) Approach to Teaching Communicative Skills

One of the most important areas of learning for a severely handicapped individual is language. Language, or communication, is a part of every activity we attempt with a handicapped student. We use our facial expressions, gestures, pitch and loudness of our voice, signs, picture cards, as well as the actual words we say to communicate with our students. In looking at communication, we must keep in mind three components that are needed for communication:

CONTENT: "Something to say", what meaning needs to be communicated.

FORM: "a way to say it", some agreed upon system: sign language, picture cards, spoken words, formalized gestures, etc.

FUNCTION: "a reason for saying it", to obtain desired items, share information, interact with another person, obtain information, etc.

The interaction of these three components produces a language/communication system for a child. I would suggest to you that we, as educators/caregivers of handicapped students, give the students plenty of opportunity to learn the FORM of language--but we have neglected to provide opportunities to develop content and function.

Normal children learn content or meanings to be communicated through experiences with entities and events in the environment. They learn function, or reasons to communicate, through experiences with social agents (caregivers, family, teachers, peers, etc.). I suggest to you that by using a group teaching format, we can provide our students with:

SOMETHING TO SAY: by providing many experiences with objects, people; making learning an "event"

A REASON TO SAY IT: by structuring (and expecting) responses into each activity, rather than "practicing language" once a day

We must provide the experiences, and provide the opportunities, because we work with handicapped students who often need to be taught the "what and why" of language as well as the WAY to communicate. Utilize those signs, picture cards, gestures, talking computers throughout your teaching/learning day in combination with the thematic teaching approach. Your students will truly be learning to communicate rather than merely "COPYING" a signal system.

Theme Teaching

A "theme", "topic" or "unit" approach to planning a teaching day provides a framework for planning a relevant curriculum which is linked to interesting and exciting activities within a student's day. The major contributions of unit teaching is the correlation of many areas of skill development around a concept that will provide experiences to which students can respond to on their individual levels. It is a way of providing needed redundancy through variations of a systematic and thorough educational approach to teaching.

Teachers begin to use theme teaching by selecting a topic to be the central focus of all the activities. The topic may correspond to something that is currently happening in the student's environment. This could range from holidays (Christmas, Easter), seasons (spring, fall), events (World Series in Detroit, State Fair, circus), or activities of daily living (meal preparation, housekeeping, grooming). Once a topic is selected, the teacher then begins to list the many activities and objects associated with the theme. For example, suppose the topic selected is "circus". The list of associated concepts may include: clowns (make-up, dress-up, emotions of happy/sad); animals (elephants, tigers, lions, monkeys, bears); using three rings, balls, balancing; foods such as cotton candy, popcorn, peanuts, hot dots; music (marching, parades). The teacher should come up with as many related ideas as possible, as these will form the basis for the activities within the unit.

The next step is to list the goals and/or objectives that you wish to stress during this unit. When the objectives are identified, you can begin to match them with concepts to develop your activities within your unit. Using the example of circus, we find that we want to continue working on dressing skills and self-care (washing face and hands). Activities are planned where students will dress as clowns (using dressing and undressing objectives) and make-up faces (washing face and hands). Older students will parade to classrooms of younger children . . . and younger children may dress-up and perform their own mini-circus.

All activities that are planned around the topic or unit approach are developed using the group teaching format that has been described in All Together Now and in the beginning of this book. In a unit format, the type of activities may vary. All activities are listed on a calendar that the teacher develops to use with any unit. This calendar lists an activity that will be done each day, and provides room for the teacher to list important notes that will help make the activities successful. The calendar is a visual reminder of the month's plans. Except where noted (P=primary and I=intermediate), the activities that have been provided in this booklet have been designed to be used with all ages. Again, previewing the calendar at the beginning of each unit gives you an overview of the things to be covered.

Read through the units provided for you in this section and try your hand at developing your own using the forms provided at the end of the CIRCLE TIME UNITS.

Annual Goals

The authors of this manual are firm believers that almost any annual goal can be taught within a circle time format. Listed below are some examples of annual goals that can be taught by using some of the lessons contained within.

Cognitive:

The student will:

1. increase responses to directions
2. increase identification skills
3. increase categorizational skills
4. improve visual matching skills
5. improve auditory/visual/tactile attending skills
6. increase expressive language vocabulary (using signs, words, picture cards)
7. develop quantity concepts
8. develop imitation skills
9. increase comprehension of quality concepts
10. develop non-verbal signaling skills

Affective:

The student will:

1. develop a sense of body awareness
2. develop a primary relationship with caregiver
3. participate in a social interaction activity
4. identify emotions
5. develop an awareness or peers

Psychomotor:

The student will:

1. reach for and grasp an object
2. use skills of reach, grasp and release in relation to objects
3. use a pincer grasp to manipulate objects
4. use a fisted grasp to manipulate environmental objects
5. put on simple garments, given (write in amount of assistance)
6. develop pre-dressing skills
7. use simple fasteners
8. improve self-care skills

Circle Time Activities for the Month of _____

THEME: CIRCUS

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Introduction to Circus Theme Language Vocabulary Activity	Movement and Music Activity The Elephant - P	Snack/Music Activity Making Popcorn and Popcorn Song - P	Language as Media Activity	Manipulative Project Activity Make-up Students as Clowns	
Circus Theme Review Language Vocabulary Activity	Snack/Music Activity 2. Making Popcorn and different Popcorn Song-P or 3. Cheese Popcorn	Language Development Activity Clown Dress-Up	Movement Activity 2. The Balancing Act, P, I	Music Activity 1. What Do People Do 2. Show Some Emotion	
Circus Theme Review Language Vocabulary Activity	Language as Movement 2. The Balancing Act (Repeat)	Manipulative Project Activity 1. Circus Cut-Out P, I	Language as Media	Language Development 1. Happy/Sad Clowns	
Circus Theme Review Language Vocabulary Activity	Movement and Music 1. The Elephant,P or 2. What Do People Do	Language Development Clown Dress-Up (Repeat)	Snack Activity 3. Cheese Popcorn (Repeat)	Final Day Have Circus Day Use one of each type of activity for a full morning or afternoon of activities	

THEME: CIRCUS

Language Vocabulary

To introduce the circus theme, stress the following ideas:

The circus is a place:

we see animals (elephant, lion, horse)

we eat popcorn

we see clowns

Use signs and pictures to help students begin to learn to name and identify the above vocabulary. You can use real popcorn, a clown doll (or dress up as a clown to introduce this unit) for students at lower developmental levels. You can also use a SEE & SAY or other recording of animal sounds to help students associate sound with picture of animal, or sound of corn popping with popcorn.

Movement

1. A combined movement and music activity would be using the song The Elephant from Hap Palmer Learning Basic Skills Through Music, Volume 1.

   Students imitate "trunk" of elephant by clasping hands and swinging arms as they walk about the room. The tempo of the music changes, so slow and fast can be demonstrated as well.

2. Balancing Act: This activity can be performed in a gym, or outside, or in a large room. The idea is to have students perform some sort of balancing act. These are varied, depending on the physical skill level of students, OT and PT goals and objectives, etc. Some suggestions are listed below. If possible, put a fancy hat on the student, something with sequins, or anything to indicate they are a performer. Have pictures of jugglers, tightrope walkers, etc., and reinforce theme idea of circus performers:

   -use vestibular board, large rolling ball, swings for SXI students
   -if students have to maintain a four point position, stand without holding on, etc., this could be their balancing act
   -set up a "balance beam" using a board and cinder blocks, or whatever is available. Assist students in walking the "tightrope"
   -have students stack boxes, blocks, etc., until the tower tips
   -the "juggler" could throw and catch one ball

Snack

1. Make popcorn. Be sure to point out the smell, sound, and sight of corn popping. You can sing and sign the following song:

POPCORN
(to the tune of Row, Row, Row Your Boat)

Pop, pop, pop your corn
Pop it in the pan
Popcorn for you (point to others)
Popcorn for me (point to self)
Popcorn for everyone (sign popcorn)

Sign popcorn

from More Piggyback Songs compiled by Marion Ekberg

Stress we eat popcorn at the circus.

2. Repeat making popcorn activity, using this song and movement activity. Remember to have students identify/name salt, butter, popcorn, eat, pan.

POPCORN (Sung to Frere Jacques)

I am popcorn
I am popcorn
in the pan
in the pan
Watch me start hopping
Watch me start popping
Here I go
Pop - pop - pop.

Now I'm ready
Now I'm ready
Puffy and white
Puffy and white
Here comes the butter
Here comes the salt
Here I go
Now I'm gone.

from More Piggyback Songs compiled by Marion Ekberg

You can sign and sign the first verse while making the popcorn. The students can "sign" along, or they can "pop" out of a crouched position, as if a kernel popping. The second verse can be sung while putting butter and salt on popcorn. Use signs, and stress the idea of "all gone" as students eat and finish popcorn.

3. Cheese Popcorn (Recipe from Super Snacks)

You may want to use this variation with older students instead of Activity #2.

1/4 cup butter
1/4 cup dry cheddar cheese
3 cups popped popcorn

Melt butter and grate cheese. Mix together, pour over popcorn. Stir until well coated. Have students perform activities of grating, putting butter in pan to melt, pouring the butter into cheese, mixing, etc. A recipe chart can be used. The snack can immediately be eaten and enjoyed.

Manipulative Project

1. Using stage make-up and mirror, have each student make up as a clown. Students can point to or name color they want on their face. Students can name or point to facial parts they want make-up to be placed on. Looking in the mirror, they can describe or listen to you describe the process of making up. Most children and adults like this activity very much. Allow student to put on the make-up as much as possible.

2. Use cut-outs of a lion, horse, elephant (can be made from a die-cutter, or trace and cut your own) that have been made out of cardboard. Students can use crayons, felt tip markers, etc., to color in the shapes. (Tape shapes to paper, then let students color.) After cut-outs are removed, "mural" can be hung on the wall. The "inside" of the cut-out can be used to make a circus mobile. Punch a hole in the animal shapes, tie with string to a coat hanger. Hang it in the classroom and use for visual fixation, tracking, and encouragement to reach out and "swat" at objects.

Language Development

1. Gather a collection of old shirts, hats, wigs, shoes. Students can name, identify, or demonstrate function of clothing items as they "dress-up" like clowns. Be sure to have a "clown parade" - call each students name to model their clown outfit for the group.

2. HAPPY FACE/SAD FACE: The PEEK kit has pictures of children made up as happy clown or sad clown. Use these pictures to stress <u>happy</u> or <u>sad</u>. You could quickly make up several students as happy or sad clowns. Students can imitate smiles or frowns, signs for happy/sad, and point to pictures of happy or sad clowns.

Music

1. What do People Do: Hap Palmer <u>Getting to Know Myself</u> uses pictures of emotions-happy, sad, angry, afraid. Have students name and identify the emotions. You can use clown pictures, especially for happy and sad, and two pictures can be found in the PEEK kit. Play the song and have students imitate actions named in the song that express certain emotions.

2. Show some Emotion (<u>Show Some Emotion</u>, Joan Armatrading). This song has a repetitive verse that stresses the emotions happy or sad.

> "Show some emotion
> Put expression in your <u>eyes</u> (point to eyes)
> Light up if you're feeling happy (sign happy)
> But if it's <u>sad</u>, then let those <u>tears</u> fall down." (sign sad, tears)

Introduce pictures of people expressing emotions. Let students sign to song, or imitate happy/sad expressions.

Language as Media

I. STORYTELLING: Use any of the books listed below in a storytelling activity. You can refer to the booklet All Together Now! for some of the guidelines regarding the use of stories with severely impaired individuals.

(a) If you have students who are under a developmental functional level of 6 months . . . try this version of the balloon story. Blow up a balloon for each student and put it on a string. Act out the role of a balloon vendor at a circus (dress up as a clown if you like). Tell the story of the vendor who could not sell his balloons, so he decided to give them away to the people at the circus. Call each student's name, and hand them a balloon when they show a response to their name being called out.

(b) These books are good circus stories:

Austin, Margaret Barney's Adventure. This is a story of a little boy who has no money for a circus ticket and his "plot" to get one. Great for telling without a book and adapting to the flannelboard.

Bridwell, Norman Clifford at the Circus. Is there anything this dog doesn't get into? Adults find Clifford a bit silly and boring, but kids love the antics of the most famous big red dog.

DePaoli, Tommie The Popcorn Book. Funny facts and stories about popcorn, including two recipes to use as a follow-up activity.

Flack, Marjorie Wait for William. This is a story of a circus parade. You might want to follow the story with the students marching as in a parade (a special reward for sitting through a kind of lengthy story).

Ipcar, Dahlov The Marvelous Merry-Go-Round. This is a circut story that has good wood-block illustrations.

II. FILMS: Films are good to use with severely impaired students (a bit more appropriate with older students than some of the children's books). However, the teacher must make the experience an interactive one, rather than placing the student in a chair in front of the screen for a set period of time. The first two films mentioned are very short and are recommended for use with students who have not been exposed to this media very often. The teacher should point out pictures of vocabulary and concepts that the students have worked on throughout the unit.

Carrousel (color, 7 minutes long); about a merr-go-round that comes to life.
County Fair (color, 7 minutes long); it is a typical county fair, but has some of the vocabulary and concepts stressed in this circus unit.
Circus Story (color, 23 minutes long); the concepts of the film about the dying art of circus are high level, but the visuals of the circus are good.
Clowns: The Laugh Makers (color, 24 minutes long); all kinds of clowns, from ancient Greece to modern times.

III. Teachers planning a circus unit should get the book Circus Time: How to Put On Your Own Show by Klayer and Kuhn (Scholastic Books, $1.75). It has a lot of ideas for kids for planning a circus.

Circle Time Activities for the Month of March

THEME: St. Patrick's Day, Plants

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Introduction to Theme (I) Language Vocabulary St. Patrick's Day	Manipulative Project (I) Potato Prints	Language as Media (I) "Oscar's Sick of Green"	Music/Movement (I) "Dance a Jig"	Snack (I) Fried Potatoes	Need Teacher-Made Book for "Oscar's Sick of Green"
Introduction to Theme--Repeat (I)Language Vocabulary St. Patrick's Day	Music/Movement (II) Do You Know What A Shamrock Is? P, I	Concept Development (I) Identify Green and sort by color.	Snack II "St. Patrick's Punch"	Language as Media	
Introduction to Theme (II)Language Vocabulary Plants	Manipulative Project (III) Making Sprouts	Music/Movement The Garden Song P or The Seed P	Concept Development (II) "Flower in a Tube"	Snack (III) Green Salad	Remember to tend to Sprouts EACH DAY
Introduction to Theme (II) Language Vocabulary Plants	Language as Media	Music/Movement (III) The Garden Song P or The seed P	Manipulative Project (II) Planting Marigold Seeds	Concept Development (I) Sort by Color - Identify Green	

THEME: **St. Patrick's Day, Plants**

These two themes work well together in the month of March. Planning celebrations and growing things inside help to chase the winter blues away! Shamrocks (plants), and "green" (color of St. Pat's, color of Spring), can be used to tie themes together - or you may choose to do two weeks on St. Patrick's Day and two weeks on plants.

Activities:

Language Vocabulary

I. St. Patrick's Day - Introduction to Theme
Present three theme ideas to the students, by signing/saying/ using picture cards:

We eat potatoes

We wear the color green

We dance to Irish music

For "eat" and "potatoes", have pictures, and also cut up a real potato for students to touch, look at, etc. Potato pictures are readily available in Peabody and other picture kits. Introduce "green" by collecting all green items you can find in the classroom. Put in a laundry basket, have students identify/name objects, while you stress they are "green". Finally, play a little Irish music, and have students "raise hand" or sign "dance" to come up and dance.

II. Plants - Introduction to Theme

If possible, go about your school and "borrow" lots of plants to have in your room. Get some plastic and real flowers. The PEEK Kit has some good pictures of flowers, plants, and green scenery, for students that can relate to pictures. Also, try to have some lettuce and other green vegetables. You are ready to introduce PLANTS:

Plants grow in dirt.

Some plants are good to eat.

Some plants are pretty to look at and smell.

Many plants are green.

Using your display of real/pictured plants, let students look at, touch, smell the pretty flowers. Remember to use signs/picture cards to stress theme concepts. It is a good idea to introduce "NO EAT" for these plants (work on the objective "student will inhibit to no!"). Also, cut up some lettuce, let students taste, instructing them that this plant is good to eat. Use pictures of other green vegetables to supplement this idea. Finally, stress concept of green - point to all different plants, using sign for green. You can also bring out green objects used for the St. Patrick's Day theme to reinforce this idea.

Manipulative Projects

I. *Potato Prints*

This is a very easy, fun (messy?) project. Potatoes are cut in half and a shamrock stamp is fashioned out of the potato. Students use these potatoes to dip in green paint and make green shamrock prints on butcher block paper. Remember to stress theme concepts and use signs for green, potato.

II. Planting Seeds

Marigold seeds are recommended, since they sprout, grow and flower quickly and appear to be hardy enough to survive the classroom environment. You can plant one seed in a cup per student, or use a larger container that all students can work on. Students, as independently as possible, fill containers with dirt, use index finger to "poke a hole", place seed, and cover with dirt. If possible, have pictures of marigolds for students to see. You may add "watering the plants" to the job board and teach more able students to water plant seedlings as needed. This is an excellent way to teach concepts "wet", "dry", and "too much!". Be sure to nuture the plants along - call student's attention to them everyday. You may post the pictures of the marigolds near the plants, and remind the students that soon a flower will grow!

III. Growing Sprouts

Use small ziplock bags in which you have made at least 10 holes in the bottom crease with a large needle. Get some sprout seeds (health food stores and even some grocery stores have these). The students fill the bag about 1/4 full of sprout seeds. Then zip up the bag. Students can fill a large bowl with warm water and place bags in water. Leave soaking overnight. The next day, have students drain the bags and place in a sunny (indirect) place. This process of rinsing and draining must be done each day, but by the fourth day your sprouts are ready. Sprouts can be stored in the refrigerator for ten days in an airtight container. You can use sprouts in "green salad" on Friday.

Language as Media

I. Oscar's Sick of Green: To tell this story, a teacher-made book is needed. Use green poster board for the cover. Inside, have a page of green things to eat, to wear, and a page of green items. Then, place something red on a page next to a "green things" page. You can do this with as many colors as you wish. Laminate and bind the book, if possible. This story can be told as "Oscar's sick of Green", using an Oscar the Grouch doll, or, skip the "Oscar" and tell the student's "I'm sick of green". In this way, it can be used for older students.

Begin the story by saying "Oscar's so tired of the color green". "He's green, and he eats green food" - have students identify or name pictures of green food in the book - "He wears green clothes" - again, student's name and identify clothing pictures. "Oscar wants something red"! Hopefully, your book is made with a green and red page next to each other. Students can point to the "green coat" or the "red shoe", corresponding to the pictures in your book. Use this same system with as many colors as you wish.

II. Use the following books in a variety of storytelling ways:

Lionni, Leo Little Blue, Little Yellow, this book uses torn paper illustrations to show that blue and yellow make green. It is a good story to follow up with an art project or to adapt to a storytelling format with flannel board or props. Make paper frames using cellophane or tissue paper and let the students move them together to make green.

Collier, Ethel Who Goes There in My Garden? A boy saves money to plant and garden, and this book discusses all the different things involved in gardening and growing plants.

Krauss, Ruth The Carrot Seed, the classic story of the boy who believed his plant would grow when no one else did.

Music/Movement

I. Dance a Jig

Using theme idea "we dance to Irish music", play Irish music. If possible, choose one or two lively jig songs and one ballad. Teach students to clasp your hands and kick or jump as the music plays - this is our version of an "Irish jug". Use the ballad to change tempo, and just rock back and forth or side to side as the music plays. Finally, try to make a circle with everyone holding hands and jumping. For students unable to participate, help them clap their hands to the beat, to experience different tempos - fast and slow.

II. Do You Know What A Shamrock Is?
(Sung to: Mary Had A Little Lamb)

Do you know what a shamrock is,
A shamrock is, a shamrock is,
Do you know what a shamrock is,
A shamrock is a plant.
Do you know where a shamrock grows,
A shamrock grows, a shamrock grows,
Do you know where a shamrock grows,
A shamrock grows in the ground.
Do you know what color a shamrock is,
A shamrock is, a shamrock is,
Do you know what color a shamrock is,
A shamrock is green.

For this song, have a real shamrock and/or pictures of a shamrock. Have students sign plant, ground (or point to floor), and green. Students can clap hands or dance a jig as teacher/staff sings to them. (From More Piggyback Songs, compiled by Jean Warren).

III. The Garden Song sung to: Row, Row, Row Your Boat

Dig, Dig, Dig your garden	(Imitate action of digging)
Make it smooth and neat,	(Pat one hand)
Push, push, push that shovel	(Sign "push")
Pish it with your feet.	(Point to feet)
Plant, plant, plant your seeds	(Move fingers as if sprinkling seeds)
Push them down an inch	(Sign "push")
Cover your seeds with soil	(Pat hands together)
Cover with a pinch.	
Water, water, water your seeds	(Imitate/sign "pour")
This will help them sprout	(Sign "help" and "grow")
Sprinkle lightly and let's pour	(Sign "pour")
And Don't dry them out.	

You can use all or just one of these verses. If you have less able students, try setting them at the sand table with shovels and sprinkling cans to use during the singing of this song. Be sure to sing slowly and encourage more able students to imitate your actions.

The Seed sung to Twinkle, Twinkle Little Star

I'm a little planted seed	(Point to self)
See the rain falling on me	(Sign "rain" or point to self)
Sun shines down through the trees	(Sign "sun")
These are things I need, indeed	
Oh how happy they make me	(Sign "happy")
I'm a little growing seed.	(Sign "grow")

Students can imitate your signs/gestures as you sing the song. With less able students, include props of flashlight (sun), and gentle water spray (rain); or have students crouch on floor at beginning of song, only to jump up with hands extended at the end of song.

Snack-Cooking

I. Fried (or Boiled) Potatoes

RECIPE CHART:

1. Wash potato
2. Slice (or cut) potato.
3. Put buttin in hot pan.
4. Put potato in pan.
5. Fry for ten minutes, or until done.
6. EAT & ENJOY!

Although boiled potatoes are "more Irish", our staff liked fried better! Be sure to involve students as much as possible in cooking, and remember to reinforce language: potato, cook, eat, cut. This is a good activity for students working on two word/sign combinations - eat, cut, cook, wash potato!

II. St. Patrick's Punch

RECIPE:

1. Pour 1 large bottle 7-up in bowl.
2. Put 1 can of limeade in bowl.
3. Add water/ice (3 cans).
4. Scoop lime sherbet into bowl.
5. DRINK & ENJOY!

This is quick, easy and tasty. Stress color green, and combine with "drink" sign to have students ask for "green drink".

III. Green Salad

Let students tear up and chop (with assistance) a variety of green vegetables to place in a large bowl. Be sure to use your sprouts in this salad. Some good vegies are: green pepper, head and leaf lettuce, cucumber, zuchinni. Top with a ranch dressing and let students enjoy. Stress concepts of: (1) some plants are good to eat; (2) the color "green".

Concept Development

I. Identify Green/Sort by Color

Collect all kinds of green objects - perhaps you could grab a laundry basket and walk around the room picking up blocks, cups, toys, etc., that are green. Also, have a few objects that are not green available. Tell students, "I have so many things that are green in my basket". "Let's look and see what I have." Students can participate at their response level - reach and grasp green item; demonstrate it's function; name it, etc. Be sure each item is labeled "a green _____". Put them on the table with distractor items (anything not green). Say to the class, "I want to put my green things away, but I got them mixed up with red and orange and blue"! "Who can find something green and put it in the basket?" Student "helper" should choose a green item and place it in the basket. (NOTE: have cut out squares of green construction paper. If student has trouble choosing a green object, he can hold the paper square next to an object to find out if it is green.)

II. Flower in a Tube (Object Performance)

Prepare a paper towel tube by coloring it or covering it with black paper. Find a plastic flower that will fit inside with a bit of stem protruding. Have other flowers available and spray them with a floral air freshener.

Show students a flower - have them imitate the word/sign "flower" as they touch and smell the flowers. Reinforce theme concepts of: flowers are plants; they are good to look at; they are good to smell; then, tell the students you are going to make the flower "disappear". In their view, place the flower in the paper tube. Say, "What happened to the flower? Where did it go?" See if students pull on stem to retrieve flower. You may have to demonstrate action once or twice before students catch on. Have more able students pull flower out and present to less able students.

Circle Time Activities for the Month of _____

THEME: Picnic

Monday	Tuesday,	Wednesday	Thursday	Friday	Notes:
Introduction to Picnic Theme Language Vocabulary Activity	Music Activity 1. Eat It 2. All on the Table P, I	Manipulative Project 1. Pictures of food on plates 2. Sand/water Play, P	Snack Activity 1. Blanket on classroom floor- juice & crackers	Language/Concept Development 1. Classify foods/ toys	Use this space to write: 1. VOCABULARY TO BE STRESSED during unit; 2. MATERIALS you need to bring in or gather for the unit
Picnic Theme - Review Language Vocabulary Activity	Movement Activity 1. Relay Races	Language as Media Activity	Snack Activity 2. Apple Surprise	Music Activity 3. Kinds of Foods P, I	
Picnic Theme Review Language Vocabulary Activity	Concept Development Prepositional Relationships	Movement Activity 2. Throwing Contest	Manipulative Project 3. Pack your Picnic basket or Repeat sand/water play	Language as Media:	
Picnic Theme Review Language Vocabulary Activity	Movement Activity 1. Relay races	Language/Concept Development 1. Classify food/ toys (repeat)	Snack Activity 3. Fruit Pops	Final Day - Have "picnic" outdoors use 1 activity from each category for a full morning of activities	

THEME: **PICNIC**

(can be used in spring and summer units, or to introduce going on a real picnic)

Language Vocabulary

Introduce the theme of picnic by using pictures from the PEEK kit - one of cooking/eating food outside and one of playing outside. Use signs/picture cards to reinforce these ideas:

we eat/cook food outside

we play outside

Have students identify actions of eating, cooking, playing, by pointing to the correct action picture, using a sign to name it, or "making a sentence" about it. Using a picnic basket, plastic food items and other common objects, place five objects on the table; three (3) food items and two (2) that are not. Then tell the group that they will be packing food into the picnic basket. Using the "circle time" format, ask for a helper to "Find something good to eat" on the table and then "Put it in the basket". (This task can be varied to accommodate different levels of language skill. For example, if the student is working on identifying objects, limit the choices and ask for the item by name; if the student is working on imitation, demonstrate what they are required to do and see if they will imitate). Repeat for objects we play with. To make activity age appropriate, you may use a baseball, frisbee, football for older students, and sand and water play toys for young children. Once the objects have been "packed", save them for the "Concept Development" Activity.

Music

There are several songs that could be used, depending on skill level of students, and age level.

1. EAT IT by Weird Al Yankovich. This song is a parody of the song "Beat It" by Michael Jackson, and there are plenty of opportunities to sign "eat" within this song.

2. ALL ON THE TABLE BEFORE YOU from Hap Palmer's Learning Basic Skills Through Music (vocabulary). This song has students identify and place plates, cups, spoons on the table, as if setting the table.

3. KINDS OF FOODS from Hap Palmer's Learning Basic Skills Through Music (vocabulary). This song stresses student identification of food items and/or pictures. Since many foods are mentioned, you may want to target only 4 - 5 for student identification.

Movement

1. Appropriate for young and old would be a "relay game" so often played at picnics-make it simple! Each student could hold a piece of plastic fruit or toy item. Make 2 or 3 lines of students. Have the first one run to a picnic basket, put fruit in basket, then run back to the end of the line. This is a good activity to stress concepts of "go" and "run". Physically handicapped students can participate in a relay race by using different movement (rolling on the mat), or having staff propel the chair. Be sure to have the students indicate that they want to "go", utilizing their response mode.

2. Throwing Contest - NOT A FOOD FIGHT! At picnics, ball games are often played. Using a variety of objects (frisbee, football, beach ball, baseball), have students see how far they can throw the item. You may want to do this activity outdoors, if possible. Stress vocabulary - throw, ball.

Manipulative Project

There are several options:

1. Using paper plates and pictures of food items, students paste food items on a paper plate. Allow students to choose pictures for their plate according to their response level (look at, point, sign, picture card). These could be used for a bulletin board display.

2. For younger students, you may want to set up water and/or sand tables and allow them to play - a host of fine motor skills (reach, grasp, fill, pour, etc.), can be worked on. Stress the theme "we play at a picnic". If water/sand tables are not available, use plastic dishpans or large pails. Again, be aware of students skill level and work toward next step.

3. Prior to activity, cut out basket shapes from brown paper. Have students select from pictured food/play items what they would take in their basket. Remember to let students select according to their response level.

Snack

1. Have a simple snack of juice and crackers, but spread a blanket and sit on the floor. Have students use their response mode to indicate what they want for a snack.

2. Apple Surprise (From SUPER SNACKS by Jean Warren)

   Remove the cores from delicious or use other type of sweet apple. Have students scoop processed cheddar cheese spread from the container into the apple center. (This activity is good for students working on: using two hands in an activity, grasping an object). At this point, the apples must be chilled thoroughly, so you may want to give students a slice of apple to dip into leftover spread. After the apples have chilled, slice crosswise into 1/4 inch thick circles. Remember to: have students name and identify apple, cheese, spoon, knife. You can also make a recipe chart for this activity using pictures or picture cards to illustrate the steps:

   1. Cut the apple
   2. Put cheese in apple
   3. Put apple in refrigerator
   4. Slice apple
   5. Eat apple and cheese!

   Post chart in cooking area and refer to it before, during and after activity.

3. FRUIT POPS (from SUPER SNACKS by Jean Warren)

This activity is planned to occur the day before the real picnic outing. The fruit pops can be eaten at the picnic. You need: small paper cups, popsicle sticks, and fruit juice. Have students name, identify cups, juice, and demonstrate "pour". Students pour juice into a cup. Place in the freezer. When partially frozen, have students insert popsicle stick into juice cup. You may want to give students some juice after they work so hard to pour it! It's a good idea to buy two kinds of juice (apple and orange), so students can sign or point to the one they want to make.

Concept development

1. Using the "packed" picnic basket (see Language Vocabulary), tell students that after the picnic, we must unpack the basket and put things away. Have a box of toys and a basket for food items. Students open the basket, place the toy or food object in the appropriate container to "put it away". This is a categorization activity, but can be geared to lower developmental levels, according to the student's response mode.

2. Prepositional Relationships: Use the picnic basket, a table and chairs to simulate a "picnic table". It is easy to stress prepositions in, on, out during this activity, as well as verbs open and close. Have students set the picnic table, using plastic foods, tablecloth, paper plates and cups that you have put in the basket. They will:

take	out of basket
open	picnic basket
close	picnic basket
put	on the table
put	in the picnic basket when the activity is completed.

You can also have students name objects they are getting from the basket.

Language as Media

I. STORYTELLING: Use the experience story format described in the book, ALL TOGETHER NOW! After a picnic experience (either in the park or in the classroom), write a poem about the event using the names of the students in the room. Illustrate the poem and send it home or post in classroom or Group Home. Here is a copy of one written for a classroom of autistic students after one of their picnics:

(a) We had a picnic, we had fun . . .
We had wieners, big, fat ones!
Aython cooked the marshmallows on the fire,
Next time around, he's for hire!
Debbie cooker her hotdog on a stick
Shack said, "Uh, oh, turn that quick!"
Ronald dropped his pickle in the dirt,
But JoeDee washed it off and it didn't get hurt.
Eric sat and ate three pieces of pie
He didn't even notice the big, black fly.
James sat on the blanket and chased the ants.
Katy spilled lemonade on her pants.
We all piled beans and jello on our plate.
We also lost count on what we ate.
But we had a picnic, and we had fun . . .
Now all we want is ANOTHER ONE!

(b) Use any of the books listed below:

Van Horn, William A Picnic with Bert, contains three easy to read stories.

Weinberg, Lawrence The Forgetful Bears, this is about a family picnic and all the things that could go wrong.

Welner, Robert The Winter Picnic, an outdoor wintertime picnic in the snow.

II. FILMS: Both films mentioned are relatively short and should work very well with severely impaired students.

Paddington Helps Out (color, 11 minutes long). This contains two animated features of the troublesome bear, one being titled "A Picnic on the River".

Picnic (color, 7 minutes long). This film shows two families enjoying a picnic in a state park, and provides opportunity for students to visually see some of the vocabulary and concepts that they have been learning.

It Takes Two! A Multi-Disciplinary Effort Pays Off!

Home Living

The lesson plans were originally developed by a speech and language pathologist and an occupational therapist to be used in a modular school program. The two therapists pooled their resources to demonstrate how to teach both language and fine motor objectives within a group activity format. Primary and intermediate age SMI students came to "home living" class to learn self-care and housekeeping skills. The OT defined the skills to be learned by students in the areas of dressing, cooking, and cleaning. These included: stacking, reaching, grasping, pouring, fastening, scooping, wiping, etc. The speech pathologist coordinated the language training: understanding action words; naming clothing items, cleaning items, cooking utensils and foods; understanding function of objects; imitating actions with objects. The groups were structured for a one-hour period in the following fashion:

Language Development: 15 - 20 Minutes

Entire group given language lesson, run by speech pathologist and OT. The speech pathologist introduced objects and actions to be performed, stressing the language component.

Small Groups: 40-45 minutes

The students would be split into two or three skills. The OT would monitor each group. At times, students were divided by ability level. The structure of these small groups varied according to the activity planned and ability level of child. These lessons were coordinated with themes and calendar activities planned in the communication module, and some of them can also be used with the calendar themes presented in this booklet.

I. **DRESS-UP**

Skill Area: Dressing — snap, button, zip, putting on and taking off clothing.

Materials: Snap, button, zip practice boards, large clothing items with zippers, snaps, buttons (our OT "adapted" shirts by sewing on large buttons), hats, mirror.

ACTIVITIES

Language Development: Students are shown a picture of clown and told "We will dress up like clowns today!" Clothing items are introduced one at a time. Have them in a laundry basket. Student can reach for, grasp clothing item; another student demonstrates function; another student uses sign/word/picture card to name item. Then, zipper, snap, button boards are placed on the table. Student "helper" identifies appropriate board when group leader asks "Who can find the _____"? Demonstrate actions of zipping, snapping, buttoning.

Small Groups: Students are divided into three groups. They spend 10-15 minutes at each station, then move to the next, so they visit each "dress-up" station:

HATS: (Put on and take off)
PANTS (Snap/button, zip)
SHIRTS: (Button, put on/take off)

The students practice motor skills at their level within each group. One student may just work on grasping at hat, while another may be to the point of actually attempting to button the shirt. The language skills introduced in the large group are also utilized throughout the small group training.

II. **KEEPING WARM (Coordinate with a Winter Theme Calendar)**

Skill Areas: Dressing - putting on coats, boots, hats
Cooking - filling container, pouring, stirring

Materials: Cocoa mix, cups, spoons, coats, boots, hats, pitcher

ACTIVITIES

Language Development: (Large Group "Circle Time" format). Group leader says: "Winter is cold. It is cold outside. Ice/snow is cold." Provide students with tub of cold snow/ice to touch. Then, group leader introduces things we wear to keep warm: coats, books, hats. Students can name, identify, touch, demonstrate function of things we wear to keep warm. Then, tell students we can have a hot drink to keep warm. Let students sign hot, drink and then sip a little hot chocolate.

Small Groups: Divide students into two groups for 20 minutes each. Students will practice dressing skills and cooking skills:

DRESSING: Putting on coats, boots, hats

COOKING: Making hot chocolate (use warm water. Some instant mixes can be made with hot tap water--no boiling required!) Students can pour water into the cup, open hot chocolate package, pour into cup, stir chocolate with spoon, etc. For lower functioning students, you may provide a water table to practice these skills rather than using real materials.

DRESSING: Students practice skills of putting on coats (use of table top, over the head method proves very successful!), hats, boots. Use a mirror. Stress feeling of warm.

Some of the higher functioning students may be able to put on clothes already so practice with fasteners, or, have them stay in "cooking" area and make some hot chocolate for a less able peer.

III. **CLEAN UP THE ROOM! (Coordinate with Spring [cleaning] theme calendar)**

Skill Area: Cleaning- folding, stacking, putting objects into a container.

Materials: Laundry basket, towels, newspapers, shoe boxes and toy items.

ACTIVITIES

Language Development:(large group Circle Time format): Group leader places objects on table (papers, boxes, basket, towels, toy items). Student "helper" identifies item when leader says "Show me the _____". Students are asked to put towel in basket, put toys in boxes, and to fold towels and papers. Group leader shows signs for all items and encourages student imitation.

Small Groups: Students are divided into three groups. They spend 10-15 minutes at each station and then move to the next station:

1. FOLD AND STACK NEWSPAPERS
2. FOLD AND STACK TOWELS
3. PLACE TOY OBJECTS IN BOXES, PLACE LID ON BOX, STACK BOXES

Some of the higher functioning students may stay in the towel-folding station. Similarly, some of the lower functioning students may stay at the placing-objects-in-boxes stations. You can be flexible, based on the student's fine motor objectives.

IV. **GETTING READY TO EAT (Combine with Picnic Theme Calendar)**

Skill Area: Setting the table (grasp and release, sorting, etc.)

Materials: Two puppets (i.e., Kermit and Miss Piggy), plates, spoons, forks, knives, placemats, napkins, cups and "distractor" objects: ball, toothbrush, comb, etc.

Language Development: Kermit has Miss Piggy to dinner. Group leader shows students utensils and names them. Then, place these items, along with "distractor" objects on a table. Tell students a story by using Kermit. Kermit has asked Miss Piggy to dinner, but he has forgotten how to set the table! He doesn't know what to use - a toothbrush, a spoon? He asks students to raise hand and volunteer to help find items needed to set the table. As students select items, name them and "set the table" for two. Finally, Miss Piggy arrives to a perfectly set table!

Small Groups: Students are divided into two groups. They spend 15-20 minutes at each station:

SETTING THE TABLE: Have one table ready with a tablecloth and centerpiece. Each student will practice setting a place at the table. Then, each student will be asked to choose one item to set at each place (all the placemats, etc.).

SORTING/PLACING OBJECTS IN CONTAINER: Using a silverware organizer or separate boxes, have students sort spoons, forks, and knives into appropriate places. Student can also stack plates and cups.

V. Let's Get Cookin' (or How to Practice "Cooking" Without Really Making Anything)

Skill Area: Food Preparation - pouring, scooping, stiring, filling/dumping, grasp/release

Materials: Sand and water tables, dried beans, uncooked rice, a variety of containers--cups, bowls of different sizes, pitchers.

Language Development: Group leader introduces objects to be used in activity. Allow students to place hands in containers with a variety of textured materials in them - water, sand, beans, rice. Have students name/identify bowl, cup and spoon. Introduce vocabulary pour, fill, empty and stir by demonstrating the actions and having students imitate them.

Small Groups: Students are divided into two groups. They will spen 20 minutes at each station:

SAND TABLE: Pour, scoop, empty, fill, stir, using dry materials (beans, rice and sand). To vary consistency, you can add water to the sand.

WATER TABLE: Same as above, using water.

This activity is of great assistance in preparing students for some simple cooking activities. You can use actual measuring cups and mixing bowls, and large wooden spoons.

. . . and MORE Circle Time plans . . .

There are many educators who find that their schedules do not permit them to have a "circle time" or large group language session every day. Two CIRCLE TIME formats have been included in this resource book that allow the instructor to plan one hour of large group activities. The activities are change frequently to build attending skills of the students. As much as possible, the Premack Principle is used. Simply stated, it involves following a least desired activity with one that is highly enjoyable. This if often referred to as "Grandma's Law" which includes the old proverb "When you finish your spinach, you will get your dessert". The structuring of the activities within the circle time format will depend on the preferences of your particular group.

This first format is from the book Early Childhood Teacher's Activities Handbook by Instructional Design Associates. Begin each circle time session with an activity that all the students can participate in with minimal prompts. This willhelp build in a high degree of success as they can be immediately reinforced.

Each activity should last about ten minutes. If you have students who need to develop better in-seat behavior, plan at least two of the activities in the hour lessor to be movement oriented.

Here are some suggestions for activities with the CIRCLE TIME format:

LANGUAGE:	identifying (objects or pictures), labeling (objects or pictures), using expressive language response mode
MUSIC:	record or teacher-made songs (The Piggyback collections by Jean Warren have at least two hundred teacher-made songs to use)
PROJECT:	art, sensory stimulation, building, etc.
MOVEMENT:	creative movement, exercise, physical education game
LITERATURE:	storytelling, filmstrip with record, short movie, slides with a narrative, experience story, poetry
SNACK:	cooking experience
LANGUAGE DEVELOPMENT:	development of concepts, pre-linguistic abilities, ways of using objects, etc.

BLUE DAY

This is an example of a one-hour CIRCLE TIME session that was planned for a unit on colors. The subject of colors was picked as the theme for planning a variety of activities to teach daily instructional objectives. It is not necessarily the intent that the student learn and remember the "color", but to use this as a spark for planning new ways to teach familiar goals. This is the lesson from "Blue Day".

CONTENT	TIME	ACTIVITY
Language	10 minutes	Introduce the color blue by holding up a large sheet of blue paper. Show picture of things that are blue. Use appropriate modes for each student.
Music	5-10 minutes	Sing the "Color Song" to the tune of Twinkle, Twinkle, Little Star. Put your blue shape in the air, Hold it high and leave it there. Hold your blue shape in your hand, Now will everybody stand? Wave your blue shape at the door, Now please lay it on the floor. Hold your blud shape and jump, jump, jump, Throw your blue shape up, up, up. Listen to "Blue Suede Shoes" by Carl Perkins.
Movement	10 minutes	Play "Go Touch It". Have blue things around the room. Tell each student to "Go touch the _____".
Language Development	10 minutes	Have a blue bag filled with blue objects. Each student pulls an object out and will "Show me how to use it".
Project	10 minutes	Make a blue mural—spread a long piece of butcher block paper on the table. Provide each child with a blue marker, crayon, pencil or chalk to make marks on the paper. Have other blue materials to paste (textured paper, tissue paper, construction paper, yarn, buttons, ribbons, etc.).

CONTENT	TIME	ACTIVITY
Literature	5 minutes	Read either Blueberries for Sale or Blue as a Butterfly.
Snack	10 minutes	Let the students taste blue foods: finger feed blueberries (great for picnic grip), blueberry yogurt.

The next format is adapted from activities in the book Speak for Yourself by Diana Haag and Marilyn Wrasman. The teacher selects a topic or theme and develops a hierarchy of objectives based around the topic. Each Circle Time lesson plan states the overall objective and lists materials and activities to teach that objective. The lesson plans are repeated several times before moving to the next level. This example is from the theme "What I Wear".

What I Wear (Theme Topic)

OBJECTIVE: The student becomes aware of clothing articles (looks at, touches, manipulates).

MATERIALS: Assorted clothing articles (dress, belt, socks, shoes, shirt, pants, skirt, etc.), laundry basket, bulletin board, large picture of man and woman, Hap Palmer record "What Are You Wearing?" (Learning Basic Skills Through Music).

ACTIVITY: The students are assembled in the Circle Time Format. The teacher begins to talk about things we WEAR that are called CLOTHES. One by one, the teacher will pull an item out of the laundry basket. He will label the item and then hold it up to the picture of the man or woman if they wear that particular item. He will stress the sign/picture card for the item and give each student a chance to imitate. The item of clothing is passed around the group and each student is expected to respond on his/her personal response level. The teacher will then hold the item up and ask "Who is wearing a _____?" This is repeated for all items in the basket.

After this is completed, the students will listen and respond to the Hap Palmer song "What are you wearing?"

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OBJECTIVE: The student can identify articles of clothing.

MATERIALS: Bulletin board or pocket chart, pictures of clothing commonly worn by students, empty boxes (one for each student in the group), child-sized rag doll (McCall's pattern), doll's clothes.

ACTIVITIES: The teacher arranges the clothing pictures on the bulletin board. He names/signs the pictured article and discusses it (where we wear it, color, etc.). Students will be asked to play either "Find the Same" (matching clothing article to the picture of it, or matching picture to picture), or "Show Me" (finding the correct picture given a limited choice).

After this activity is completed, introduce the doll. The doll should not be wearing any clothes. Tell the group we need to dress the doll. Have an article of the doll's clothes in each box. The student will select a box, open it, label or name the article and then place it on the doll. Older students may do this activity by having a fellow classmate assume the role of the doll. Of course, the student will be dressed appropriately. The students can point to where the article would go.

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OBJECTIVE: The student can select an article of clothing from a group.

MATERIALS: Assorted clothing articles, laundry basket, clothesline, clothespins.

ACTIVITIES: The teacher has arranged articles of clothing on a clothesline. The teacher should name/sign all the articles for the student. The students will be asked to repeat the sign/name. The group will then play "COME ON DOWN". The teacher will say:

> "I am going to tell you to find something. Okay, . . . JILL, COME ON DOWN". (Jill will approach the clothesline). "Jill, find the sock." Jill will then be asked to do something with the sock in accordance with her level of response.

This activity will then be repeated by having all the clothes in the laundry basket. The students will be asked to find something in the laundry basket, and if possible, hang it on the clothesline.

****

OBJECTIVE: The student can match clothing items.

MATERIALS: Suitcase, articles of clothing, slides of each child, slide projector

ACTIVITIES: Bring out the suitcase filled with clothing. Open the suitcase and pull out an article. "This is a shoe. Someone in a group is wearing a shoe? Who can find another shoe?" Repeat until all the articles are matched.

Show the slides of the students on a large screen. Name the student. Have that student raise their hand to indicate awareness. "Look, Connie was wearing a sweater. Can you find a sweater in our suitcase?" Repeat until all the students are included in the slides.

PLANNING SHEET FOR _____ UNIT

Concepts associated with topic:

Annual goals/instructional objectives I want to teach:

Circle Time Activities for the Month of _____

THEME:

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:

TEACHING TO MUSIC

Music is a part of everyone's environment. Pablo Casals stated "Music must serve a purpose; it must be a part of something larger than itself, a part of humanity . . ." Perhaps this is the greatest contribution that music makes in the education of the severely developmentally disabled. Educators share a positive experience with their students. They participate in a mutually enjoyable session. When educators plan sessions using the music they personally own and like, they are sharing an intimate time with their students. They allow the students to participate in an activity usually reserved for friends and family.

The music sessions that are planned for use in a large group are not to be confused with music therapy. The format maylook like a music therapy session, but the goals are very different. These music sessions are planned to allow the teacher to work on the student's instructional objectives using music as a material. Careful selection of songs and planned responses enable the severely developmentally disabled student to maximize the use of music time and learn to become an active participant in the sessions.

Developing a lesson plan for the music session can best be achieved by selecting a "theme" for the session. Once the theme has been selected, the teacher can use the format for the lesson plans that is described in this booklet. Each lesson is then made into a cassette tape. This tape and lesson can be repeated daily for a few weeks. The repetition is necessary for the students to learn what is expected of them during the songs. The music lessons that have been included in this book have been designed for use with all chronological ages. However, you may wish to use strictly popular music with adults or children's songs with primary age students.

Annual goals and instructional objectives are included in each lesson. The teacher may develop individual performance objectives for each of the students in the group. Suggestions for goals and objectives in music sessions have been suggested by Edith Hillman Boxmil in her book Music Therapy for the Developmentally Disabled. Teachers may wish to refer to this for additional ideas on skills that can be worked on through music. This book also provides information on the many vocal and instrumental responses and behaviors that a student can use during a music session.

The corresponding music cassette tapes to the lessons printed here may be reproduced from the master set available at the Professional Resource Center located in the Wayne County Intermediate School District's Education Center Building. Teachers wishing to design their own music sessions should follow these guidelines:

1) Vary your selection of songs: Use a low-level ("cool down") song after an upbeat tempo. Always introduce at least one popular song.
2) Plan your initial music sessions to last no more than 30 minutes. If you use the eight song format presented in this book, the lessons should fit into that time frame.
3) Use music you enjoy.
4) Don't be concerned about your voice or dancing ability . . . it's your chance to be a star!

MORE SKILLS OUT OF MOUNTAINS

Sample Lesson Plan for Group Music Session (format described by Gail Betton, Music Therapist during 1981 CEC presentation in New York City)

1. Hello Song: This is a song that is always used to start the music session. The song will remain the same. Suggestions would be "The Feel of Music" by Hap Palmer, "Sing a Song" by the Carpenters, "You Sing a Song and I'll Sing a Song" by Ella Jenkins.

2. Motor Song: Any type of song that would encourage gross motor movements. Examples would be "Shake", "Touch", "It's Just Fun", "Rockin' Hula", all by Hap Palmer; "Follow the Leader", "Stop and Go" by Ella Jenkins or any other aerobic dance song for children.

3. Expressive song: This is a song that would encourage sound making,a "sing-a-long" or a "sign-a-long". Examples are "Sing a Song of Sounds" from the album of the same name, "The La-La Song", "Sammy" by Hap Palmer.

4. Receptive Song: This would be a song where the students would have to listen and perform the required task. An excellent example is "Play Your Instruments and Make a Pretty Sound" by Ella Jenkins or "Colors" by Hap Palmer.

5. One-Step Commands: This is similiar to receptive songs although the commands will be somewhat more simplistic and involve imitating motor patterns. An Example would be "Clap Your Hands" by William Janiak.

6. Academic Songs: These are any songs which would build upon the cognitive objectives that are set for the students. Traditional academics such as numbers or colors or the alphabet would be included here as well as labeling objects or pictures or demonstrating the function of objects. Examples would be "Look Around", "One Was Johnny", "Chicken Soup with Rice", all from the soundtrack Really Rosie by Carole King.

7. Emotional/Social Songs: These are any songs that would address the affective area and peer interaction songs. The song "I Like Me" from the album Ideas, Thoughts and Feelings by Hap Palmer is a nice one to start with.

8. Goodbye Song: This song would be the same song as the Hello song to signify the end of the music session. Songs 1 and 8 are the same and should always remain that way.

MUSIC THEME: I'LL PLAY FOR YOU: PART III

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "I'll Play for You" (Seals and Crofts, from the album Greatest Hits) This song sets the theme for the music session and also introduces the session. The group leader will stress the sign/word "play". A tambourine may be introduced during the second chorus to emphasize the phrase "hear the band".

2. "Locomotion" (Little Eva) This is a song the involves a dancing game called the Locomotion. The studentswill model the group leader swaying from side to side, jumping forward and backward. The group may make a chain and move around the room, or simply hold hands and move around the room.

3. "Everybody Sings Along" (Michael and Jill Gallina from the album Sing a Song of Sounds) This is a game similiar to "Follow the Leader". The group leader will make a sound for the group to imitate. If the students are basically non-vocal, accept any sound that is made.

4. "The Freeze" (Greg Scelsa and Steve Millang from the album "We All Live Together, Volume I"). Remember the old game you played in the schoolyard called "Statue"? Well, get ready to play it again, only we are going to call it the Freeze. Students have to listen to the music and stand still when the music stops.

5. "Follow the Leader" (Ella Jenkins from the album Play Your Instruments and Make a Pretty Sound) Just as the title indicates, the students follow the leader and imitate the one-step commands that are demonstrated.

6. "Count It Higher" (Sesame Street Born to Add) The numbers one through ten are passed out to the group. The student is to hold the number up high when cued by the group leader. If the students are on sign system reinforce the number signs. Have the group raise their arms up to stress the feeling of !high".

7. "Won't You Be My Friend" (Hap Palmer from the album Getting to Know Myself) This is a game that involves the group leader calling out a student's name. When the name is called, the student is expected to stand and clap his hands while all the other students are waiting to be added to the group.

8. "I'll Play for You" (Seals and Croft) This is a repeat of the first song signals the end of the music session.

MUSIC THEME: "MOVIN' RIGHT ALONG"

ANNUAL GOAL: The student will become an active participant in music sessions

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "Movin' Right Along" (Fozzie Bear and Kermit the Frog from the soundtrack to the Muppet Movie). This song introduces the theme of the session which revolves around transportation. Sing this song to the students and stress the idea of moving and emphasize the phrase "come share it with me".

2. "Can You Move Around the Room?" (Hap Palmer from the album This song is for ambulatory students and asks the student to move around the classroom in different ways and using different parts of the body. The teacher will demonstrate some ways to move. For nonambulatory students, change the focus of the song to "Can you move in your chair with _____ parts?" and encourage the student to move different parts of his body.

3. "Going for a Ride" (Bert and Ernie from Original Sesame Street Hits). This song allows the students to guess the transportation vehicle that is described in the song and to imitate the sounds that it makes. The group leader can use pictures ormodels of the vehicles as props. Reinforce the students for any sounds that they make when imitating the vehicles.

4. "People in the Bus" (Tom Glazer from Children's Greatest Hits). This is an old favorite in which the students respond to the commands that are yelled out in the song. The group leader may wish to rearrange the group so they are sitting in a "bus" format for the song. Again, you may wish to provide a picture of the bus at the beginning of the song.

5. "Rock a Motion Choo-Choo" (Greg Scelsa and Steve Millang from the album We A'l Live Together, Vol. I). Amtrak may be shutting down, but not the Rock a Motion Choo-Choo. The group leader will select one student to be the engineer and they will move around the room picking up passengers. The students must attend to the "train" and listen for their name to be called in order to "get on board".

6. Up, Up and Away (The Fifth Dimension). This song stresses the concept of "UP". Students can sign the word or raise their arms or hands up when they hear it on the record. The group leader may give each student a balloon to move up (tie to wrist if they can't grasp) when the song says "up, up and away in my beautiful balloon".

7. "It's Time for Saying Goodbye" (Muppets from The Muppets Take Manhattan). A part of traveling around is saying goodbye to friends and family when we leave. During the song, practice waving and saying goodbye to friends. Demonstrate handshakes and hugs.

8. "Movin' Right Along" repeat Activity #1 to indicate the end of the music session.

MUSIC THEME: LET YOUR FEELINGS SHOW!

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "Let Your Feelings Show!" (Gordon, from the album Feelings/Sesame Street) This introduces the theme of the music session; that everyone has feelings. We need to identify them and find ways of expressing our emotions. Sing this song to the students as you get them into the music semi-circle group.

2. "Jump (for my love)" (Pointer Sisters) You've heard of jumping for joy... well, in this song you are going to "Jump for Love!" Let the students get their bodies moving by jumping. This can be done by jumping in place or by jumping around the room. (SXI students: The instructors can move a limb "up" when the record says "jump").

3. Smile, Please" (Stevie Wonder, Fullingness First Finale) One way of expressing how we feel is to smile. Using a hand mirror, go around the group encouraging the students to "smile, please". You can also have the "signing" students express the signs for "smile" and "please". Reinforce any soundmaking attempts to the "boom-ti-boom" chorus.

4. "I Want to Hold Your Hand" (The Beatles, from Meet the Beatles) Can you believe that 20 years ago this song started a music revolution by simply asking to "hold your hand"? While the "Fab Four" sing the song, extend your hand for each student to grasp. What better way to show someone you like them?

5. "Reach Out and Touch Somebody's Hand" (Diana Ross) This song is similiar to the preceding song, but you want to stress following the one-step commands of "reach out" and/or "touch someone's hand". As far as feelings go, this song says it all!!

6. "Feelings" (Hap Palmer, from the album Getting to Know Myself) We have all kinds of feelings--and they are all O.K.! This song will help put labels to feelings and illustrate appropriate ways to express them. The group leader can model emotions for students to imitate. Pictures can also be shown for students to look at or visually track.

7. "Together" (Hap Palmer, from the album The Feel of Music) "Put your arms around each other....and get the feeling, of being, Together".

8. "Let Your Feelings Show!" (Gordon, from the album Feelings/Sesame Street) This is a repeat of the first activity and signals the end of the music session.

MUSIC THEME: "SHOW SOME EMOTION"

ANNUAL GOAL: The student will become an active participant in music sessions

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "Show Some Emotion" (Joan Armstrong from the album
This song introduces the theme of the music session which revolves around the idea of feelings. Listen to the song with the group and act out the phrase "show some emotion". The instructor can model some of the emotions that will be stressed in the session (happy, smile, cry, angry).

2. "Listen to the Music" (Sesame Street album Feelings). Let the group "listen to the music" and move their bodies in a way that makes them feel good. You can reinforce any gross motor movement that the student makes. Model movements for the students to imitate. With very withdrawn or passive students, the instructor can gently rock with the individual.

3. Smile, Please (Stevie Wonder from the album Fullingness First Finale). This song is a repeat from the lesson "Let Your Feelings Show". Using a hand mirror, go around the group encouraging the students to "smile, Please". You can also have the "signing" students express the signs for "smile, and please".

4. "Feeling Good/Feeling Bad" (Bert and Ernie from the album Feelings). This song introduces two basic feelings. The song can be acted out with two Bert and Ernie puppets. The teacher can have two picture boards of pictures of feeling bad and good. The students listen to the song and indicate which pictures describe the feelings that are being sung. They could point or gesture toward the pictures of "feeling bad" or "feeling good".

5. "Reach Out and Touch Somebody's Hand" (Diana Ross). Stress the one-step command of "reaching out" and/or "touch somebody's hand". This is also a repeat from the lesson "Let Your Feelings Show".

6. What Do People Do? (Hap Palmer from the album Getting to Know Myself). Using the teacher as a model, the group can act out (or identify pictures) of the feelings of angry, sad, happy and fearful.

7. "The Feeling That We Have" (Diana Ross and Theresa Merrit from the soundtrack The Wiz). "Put your arms around me child . . ." Hold hands, link arms and hug your students while they listen and you sing the song to them.

8. "Show Some Emotion" (Joan Armstrong). Repeat Activity #1 to indicate the end of the music session.

MUSIC THEME: THE FEEL OF MUSIC

ANNUAL GOAL: The student will become an active participant in music sessions.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve abil;ty to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "Joy" (Hap Palmer from the album The Feel of Music). This song sets the theme for the music session. The group leader will model movements to the music for students to imitate and will talk about the music and how it makes you feel like "movin".
   Alternate music selection: "Sir Duke" by Stevie Wonder from the album Fullfillingness First Finale.

2. "Walking Notes" (Hap Palmer from the album The Feel of Music). The tempo of music can make us feel like moving in different ways. The group leader can use a rope for students to hold on to while they walk to the music. Position a staff member at the beginning and end of the rope. The leader is going to stress what it feels like to "slow down" and "speed up" when the music tempo changes.

3. "Scat Like That" (Greg Scelsa and Steve Millang from the album On The Move). As the album states, "Play with the motion of words. Be a vocal acrobat". Students can make an attempt to imitate the various sounds the group leader makes. Put their hand to your throat so they can feel the "vocal music". Alternate selections: "Shout" by the Isley Brothers.

4. "Rock a Motion Choo Choo" (Greg Scelsa and Steve Millang from the album We All Live Together, Vol I.). The group leader will select one student to be the engineer and they will move around the room picking up passengers. The students must attend to the "train" and listen for their name to be called in order to "get on board" and feel a part of the rock and roll train.

5. "Follow the Leader" (Ella Jenkins from the album Play Your Instruments and Make a Pretty Sound). This song explores the rhythms and sounds we can make with our body as an instrument. The students follow the one-step command demonstrated by the leader.

6. "Count It Higher" (Sesame Street Original Cast Album). This song focuses on number recognition and counting skills. Students are handed cards with numbers from one to ten. The student is to hold it up high when cued by the leader. The tempo and pitch of the song give you the feeling of "higher". You might want to raise arms up high when the song screechs "higher".

7. "Together" (Hap Palmer from the album The Feel of Music). The group sits in a circle and either holds hands or links arms. The music suggests you let your body move to the rhythm and get the "feeling of being together".

8. "Joy" - Repeat Activity #1.

MUSIC THEME: "YOU SHOULD BE DANCIN'"

ANNUAL GOAL: The student will become an active participant in music sessions

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "You Should Be Dancin'" (The Bee Gees from the album Saturday Night Fever). This song introduces the theme of the session which revolves around dancing. During this song, let students move legs and arms in a variety of ways while SEATED in the semi-circle.

2. "Good Times" (Ruth and David White from the album It's a Happy Feeling). Good times and dancing seem to just go together. During this gross motor activity, the students can dance anyway they want. This can be done as a group or as a "spotlight" dance. The group leader can call students names to stand up and dance for the students. SXI students can "dance" when the "spotlight" (Flashlight) is beamed on them.

3. "Rockin' Hula" (Hap Palmer from the album Feeling Fine). We're gonna go Hawaiian and use gestures to tell a story to dance. Encourage students to imitate the gesture movements for some of the key concepts in the song.

4. "Hokey Pokey" (Ray Anthony - 45 RPM) "You put your left foot in . . . " Let's forget directionality and work on the commands of putting hands, feet, arms, etc., "in and out". Of course, you have to "turn yourself around".

5. "Shake a Tailfeather" (Ray Charles from (The Blues Brother Movie soundtrack). The students will be required to follow simple one-step commands involving other actions (shake hands, twist arms, circle arms, bend over, shake buttocks). The group leader will point to the students when they have to respond.

6. "Under the Stick" (Hap Palmer from the album Learning Basic Skills Through Music: Vocabulary). Get out your limbo stick and practice the concepts of under, over and around. (If your limbo stick went the way of the hula hoop, use a broom handle!)

7. "Dancing Cheek to Cheek" (Frank Sinatra). This song can be listened to with students paired up and facing a partner. Listen to the song, have the students touch/hold hands and see if they will touch each other's cheek when the song says "Dancin' Cheek to Cheek".

8. "You Should Be Dancin'" - repeat activity #1 to indicate the end of the music session.

MUSIC THEME: EVERYBODY'S SONG

ANNUAL GOAL: The student will become an active participant in music sessions.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS

1. "Everybody's Song" (Sesame Street). This song introduces the theme of the lesson. Use an Oscar puppet and act out the song as a duet. Include the students as much as possible by touching body parts named and performing the actions mentioned in the song with them.

2. "Shake" (Hap Palmer from the album Getting to Know Myself). This gross motor song helps the student discover the many different ways his body can move. The teacher can model the actions for the students to perform.

3. "Everybody Sings Along" (Michael and Jill Gallina from the album Sing a Song of Sounds). One of the nice things our body can do is make different sounds through the mouth. The student will have a chance to hum, doodle, la-la and whistle a song.

4. "Everybody Wash" (Sesame Street Original Cast Album). It's important to take care of our bodies and one way we do this is by washing and taking baths. This song lets the student practice washing different parts of the body that are called out by Bert and Ernie. Give each student a washcloth for a prop.

5. "Follow the Leader" (Ella Jenkins from the album Play Your Instruments and Make a Pretty Sound). Not only do our mouths make sounds, but our bodies can make different sounds too. The student will play the common game of "follow the leader" and act out simple, one-step commands.

6. "I've Got Two!" (Sesame Street Original Cast Album). Even though there is just one YOU . . . you have two of lots of different parts of your body. This song helps the student identify various body parts that come in pairs.

7. "Friend on the Floor" (Hap Palmer from the album Easy Does It!) This is a peer interaction song where the student is teamed with a friend to gently touch and massage large body parts.

8. "Everybody's Song". Repeat Activity #1 to indicate the end of the music session.

Music Theme: "ALL THAT JAZZ"

Annual Goal: The student will become an active participant in music sessions.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1. "Sir Duke" (Stevie Wonder from Fullfillingness First Finale). This song sets the theme for the music session which will use variations of jazz music. The group leader will model movements to the music for students to imitate and talk about the way you "can feel it all over".

2. "Boogie Down" (Al Jarreau). This is a gross motor song that students can "do what you want to" as long as they "get your boogie down". Model gross motor movements that use the concept of "down" (sit down, arms down, head down) during the key phrase.

3. "Scat Like That" (Greg Scilsh and Steve Millang from the album On The Move). As the album states, "Play with the motion of words. Be a vocal acrobat". Students can make an attempt to imitate the various sounds the group leader makes. Put their hand to your throat so they can feel the "vocal music".

4. "Slide Some Oil to Me" (Nipsey Russell from the soundtrack The Wiz). This receptive language song requires that the students listen and touch the body parts named in the song. The group leader can use an oil can and touch the parts named on several students in the group.

5. "Clap Your Hands" (The Manhatten Transfer). Students follow the one-step command and clap their hands along with the Manhatten Transfer.

6. "Walking Notes" (Hap Palmer from The Feel of Music). This song is a gross motor song, but teaches several concepts while allowing students to get the "feel of jazz". The group leader can use a rope for students to hold onto while they walk to the music. Position a staff member at the beginning and end of the rope. The leader is going to stress "counts" and what it feels like to "slow down" and "speed up" when the music tempo changes.

7. "Then Came You" (The Spinners from Spinners LIVE). The students can sit, listen to the song, and point to a peer when they hear the word "YOU".

8. "Sir Duke". Repeat activity #1 to indicate the end of the music session.

MUSIC THEME: "JOIN THE CIRCUS . . ."

ANNUAL GOAL: The student will become an active participant in music sessions.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS

1. "Join the Circus" (Jim Dale from the soundtrack Barnum). The theme of this music session is the circus. You may want to have the students make up their faces as clowns or dress up in clown attire before the music session. (Refer to the Home Living Section for dressing activities). This song sets the festive mood of the session. Sing to the group and act animated, emphasizing the word circus.

2. "March of the Clowns" (Hap Palmer from Modern Tunes for Mod Marches). Get these clowns up and march around the classroom. Wheelchair users can be pushed in a parade-like fashion. If a student is using a walker, this song may be a good motivator to get him to use it throughout the session.

3. "Animals and Clowns" (Mickey Mouse Club soundtrack). While listening to the song, give the students a chance to express themselves as an animal (lion, monkey, elephant), or a clown (happy or sad). The group leader can model actions/expressions for the students. Post pictures of lion, monkey, elephant and a happy and sad clown. If students do not have ability to imitate, they can gesture toward the picture that they would like to "be".

4. "The Elephant" (Hap Palmer from Learning Basic Awareness Through Music, Vol. I). The students can stand, listen to the song, and move like an elephant.

5. "Round in a Circle" (Greg Scelon and Steve Millang from We All Live Together, Vol. I). Every circus has three rings - so add this activity to your circus theme. Place three hoops in the middle of the group. Students listen for their names to be called so they can come down and dance in one of the hoops. Give all the students a scarf or crepe paper so they can move their arms "round in a circle" when the song tells them to. This is a good range of motion activity.

6. "High Wire Artist" (Hap Palmer from Easy Does It). This is a departure from traditional academic selections. The students will work on the concept of balance and on and off. Use a balance beam or line marked by tape on the floor. The students can walk the "high wire" during the song. If you are working with wheelchairs, see if a student can balance an object (such as a checkbook).

7. "Goodbye Cruel World" (James Darren, 45 RPM). The group can wave "goodbye" and make sad faces during the appropriate parts in the song.

8. "Join the Circus". This is a repeat of Activity #1 that indicates the session is over.

MUSIC THEME: "HERE COMES THE SUN"

ANNUAL GOAL: The student will become an active participant in music sessions.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for a music selection during the music sessions.
4. The student will imitate a motor pattern.

ACTIVITIES/MATERIALS

1. "Here Comes the Sun" (The Beatles). This song introduces the theme of summer and warm weather fun. Rock side to side with the students and sing/sign the phrase "Here Comes the Sun". You could also put paper "suns" on a dowel for students to move up and down during the song.

2. "Surfin' USA" (Beach Boys). Use a balance beam for a surf board and let students imitate surfing movements during the song. Give a student a lei to wear and a Hawaiian shirt to really get in the mood.

3. "Hot Fun in the Summertime" (Sly and the Family Stone). Learn the words to sing to your students because the song expresses all kinds of ideas about the summer. Have the students sign the words "HOT", "FUN", "SUMMER", "TIME".

4. "Gone Fishin" (Floyd Muppet and John Denver from Rocky Mountain Holiday). Have the students imitate a casting movement when they hear the phrase "gone fishin". You could also have students hold dowels with a fish on it during the song.

5. "Come and Swim" (Bobby Freeman). "Come on baby, come and do the swim". Let the students listen to the commands in the song and try to imitate the movements.

6. "Take Me Out to the Ballgame" (Andrews Sisters). Put on baseball hats and act out the actions in the song. Use a lot of emphasis on the "1, 2, 3 strikes you're out . . ." You can also substitute the song "Bless You Boys" and practice doing the wave! What is summer without baseball?

7. "See You In September" (The Tempos). Ah, summer love. The students can wave goodbye and sign "LOVE" throughout this heartbreaker.

8. "Here Comes the Sun" (The Beatles). Repeat activity #1 to indicate the end of the music session.

CREATIVE MOVEMENT FOR THE SEVERELY IMPAIRED

This section on creative movement is the result of several years of experience providing movement activities for severely mentally impaired students. The catalyst to this "avenue of learning" was an extremely talented and creative woman named Catherine Leisman. Dr. Leisman was in the process of completing a doctoral dissertation which explored non-verbal communication strategies (i.e., body language, spatial relations, etc.), and the impact on peer relations with mentally impaired adults. Much of her field work involved creating movement experiences for this population.

While employed as a play therapist for the Wayne County Intermediate School District, Dr. Leisman became involved in a special project designed to address the challenge of programming for severely mentally impaired students who were also exhibiting severe behavior disorders. She established a "creative movement" component for these project classrooms. As the teacher of this original classroom, I didn't fully understand why we were doing creative movement. However, who was I to question the "psychologist". Besides, there was an extraordinary decrease in maladaptive behaviors during creative movement. Most important, it was FUN!

Creative movement provided a time when students could appropriately use a variety of motor patterns. It also taught the students that they were able to voluntarily control their motor actions. Many of their maladaptive behaviors involved a motor act (i.e., self-stimulation, self injurious behavior, other directed aggression or object directed aggression). Behavior plans focused on the elimination of these patterns. In all the plans, the assumption was made that the student knew he had the ability to control the motor act. In creative movement, we TAUGHT the students to use voluntary, controlled movements. In retrospect, we realized that some of our students never understood that THEY had the ability to stop their own behavior. Creative movement became a positive part of their intervention program.

Creative movement became a time to teach an integrated lesson of cognitive, affective and psychomotor objectives. The cognitive area stressed language, problem solving, imitation and conceptual skills. This included, but was not limited to, the following instructional objectives:

- -respond to a sensory stimulus with a change in facial expression and/or body position
- -demonstrate the appropriate function of objects
- -improve ability to respond to one-step commands
- -improve imitation skills
- -increase awareness and recognition of body parts
- -increase expressive language through sounds and gestures
- -improve ability to structure space in relation to one's own body

Affectively, the program focused on increasing self-awareness, peer awareness, and peer interaction. Additionally, an emphasis was placed on "independent responding". The mastery of lessons and the reinforcement given by staff boosted the self confidence and self esteem of the severely mentally impaired students. The staff began to look at the students differently during creative movement. The students were viewed as "partners" in a fun activity. We focused on what they were able to do. We laughed a lot. We ENJOYED the students.

Fundamental movements of reaching, grasp and release were enhanced through creative movement. Gross motor movements, basic to many adapted physical education programs, were stressed. Activities were planned not only to get the students moving, but also to get them to relax. It has been noted that dance and music programs can benefit severely mentally impaired individuals by improving muscle tone and endurance and efficiency of movement (Gilbert and Petroff, 1981). Although this was not an original goal of creative movement, it certainly was a desired outcome. It was relatively easy to incorporate a variety of psychomotor objectives into the creative movement program.

The value of using creative movement in a curriculum cannot be overemphasized. It is an opportunity to create a situation to test your students' ability to generalize skills. Most important, it is an opportunity for you to have an enormous amount of fun with severely mentally impaired individuals. All you need is a place, some space, the music and YOU!

REFERENCES

Gilbert, Debbie and Petroff, Joanne, WHISTLESTOPPING: How To Create A Dance and Music Experience for the Disabled, Whistlestop Improvisational Dance Company, Seattle, Washington

THE LESSONS

Each lesson is designed to last approximately thirty to forty-five minutes. The staff should conduct a movement lesson every day, and use the same lesson for approximately two weeks. When beginning a creative movement program, it is desirable to have one staff member for every four to five students. This might be a time when you want to include nonhandicapped peers or trainable mentally impaired students as a "tutor" for the severely handicapped. It is possible to conduct the lessons without that high of a student/staff ratio, but your frustrations will be a bit greater.

All the lessons follow the same format which is described below.

PERFORMANCE OBJECTIVES

Each lesson states the performance objectives for the activities that are included. These performance objectives should be adapted to meet the individual needs of your students. The performance objectives stated do not include measurable criteria for success due to the individual abilities of the students that will use the resource guide. It will be your responsibility to include this criteria for your specific group.

WARM-UPS

The lesson always starts with the group leader modeling a variety of motor actions and patterns for the students to imitate. Staff members can physically assist the students through these patterns.

"IMPROVISATIONAL DANCE"

This term is used to describe what will be known as "free exploration of movement". Gilbert and Petroff describe improvisational dance as a "discovery art form in which the dancer creates a dance while in motion, rather than planning in advance as in a choreographed dance. Each improvisational movement experience has a basic structure or outline, but the emphasis is on the spontaneity each individual brings to the dance. It is a form that encourages the individual to explore movement without judgments of right or wrong being passed". (pg. 6) The emphasis with the severely handicapped is to encourage ANY independent movement.

RELAXATION

All the relaxation activities are taken from yoga exercises designed for very young children. It is important to allow for relaxation following a high level activity.

USING AN ISOLATED MOVEMENT TO MUSIC

This activity is not only to get students to use one movement pattern at a time, but also to develop an awareness of their total body. This activity will always focus on one body part.

OBJECT CONTROL

Many adaptive physical education programs require the student to exhibit some control over an object. The lessons will focus on the students ability to grasp, to reach, to release various objects. Some of the lessons may request that the student follow a simple, one-step command with the object.

RELAXATION

The lessons always end with a relaxation exercise, usually a repeat of the first relaxation exercise. It is important to prepare the students for a transition to another activity or center in the classroom.

LESSON ONE

Performance objectives

1. The student will respond to a music stimulus with a motor action.
2. The student will move hands in isolation of other movement patterns.
3. The student will stand against wall for ten seconds in a relaxed state.
4. The student will grasp end of a parachute.

Activities

All students will be seated in chairs in a semi-circle. Staff members will stand behind students. The leader will stand in the center of the semi-circle

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. These can include clapping, shaking parts of the body, twisting, rubbing various body parts with hands, jumping, bouncing, sliding, and tapping various body parts. Staff can physically assist students to complete motor actions.

Improvisational dance

Use the song "Joy" by Rap Palmer from the album The Feel of Music. The leader will model actions for the students to imitate. The staff members will (1) reinforce students staying in their designated space (assisting when necessary) and (2) reinforce students who exhibit a voluntary, motor action during the song.

Week One: The "dance" is done seated in chairs.

Week Two: The "dance"is done with the students standing in front of their chair.

Songs can include:

"Sir Duke" - Stevie Wonder
"Can You Feel It?" - The Jacksons

Relaxation

This exercise is a variation of the "Sponge" from the book "Yoga For Children". Students are to stand back against a wall with their arms and legs outstretched. The palms of their hands should be facing the wall. The process of breathing in and out is stressed through verbalization from the staff. Press on the diaphragm gently and say "Breath in". Release pressure and say "Breath out".

Using an isolated movement to music

The focus of movement will be on the hands. The group leader may wear gloves to draw attention to the hands. The leader models actions & movements performed with hands: raising hands, shaking hands, wriggling fingers, rubbing hands, clapping, holding hands together, holding hands with a friend, waving, "slap hands", etc. Staff can assist students to complete the actions.

After all the actions have been modeled, repeat the activity with music. Staff will reinforce any student using a hand movement in isolation of other movement.

Songs include:

"Born to Hand Jive" - Grease Motion Picture Soundtrack
"Beat It" - Michael Jackson - Thriller
(Give each student one glove to wear!)

Parachute activity

Although a small parachute is considered ideal for this activity, a full-sized bed sheet works just as well. The group leader may also elect to place an inflated beach ball or balloon in the middle of the parachute. Staff members should distribute themselves next to students who have little or no grasp ability. Different actions may be attempted (such as moving up and down or side to side), but the objective of this lesson is to get the students to grasp the ends of the parachute through the entire song!

Songs include:

"Hang On" - Four Seasons
"Hang On, Sloopy" - The McCoys

Relaxation

The group repeats the previous "Sponge" exercize. There is more emphasis placed on breathing to relax. This is the final activity and staff should prepare students to make a transition to another activity.

LESSON TWO

Performance objectives

1. The student will respond to a music stimulus with a motor action.
2. The student will move feet in isolation of other movement patterns.
3. The student will lie on the floor in a relaxed state for ten seconds.
4. The student will grasp a parachute and move it up and down to music.

Activities

All students will be seated in chairs in a semi-circle. Staff members will stand behind students. The leader will stand in the center of the semi-circle.

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. These should focus on moving body parts up and down. These can include: standing up and sitting down, raise arm up and bring it down, jump up and come down, head up...head down, leg up and leg down, hands up in air, hands down on knees, etc.

Improvisational dance

Use any of the following dance ideas. The leader will model actions for the students to imitate. The staff members will reinforce students for staying in their designated space and for exhibiting any voluntary motor action during the song. Again, these dances are all done standing in front of the chair.

Week One: Use the song "Celebrate" by Kool and the Gang or the song "Funky Penguin" by Hap Palmer (from the album Movin). You can tie crepe paper to the wrists and/or ankles of the students. When they move these body parts up and down, the trailing crepe paper will be a visual reminder where the limb has traveled. If you feel your students are NOT ready to participate in the dance without being seated in chairs, the crepe paper activity may be done while seated.

Week Two: Try activities to the song "Sir Duke" by Stevie Wonder. Toward the end of the week, see if students can do any parts of the song "Put Your Hands Up in the Air" by Hap Palmer (Learning Basic Skills Through Music)

Relaxation

A variation of the "Sponge" exercise learned in Lesson One will be conducted. The group will lie down on the floor on their backs. Arms and legs are outstretched with the palms of the hands facing up toward the ceiling. Students are encouraged to lie still for ten seconds. The process of breathing in and breathing out is again stressed by the leader and staff members.

Using an isolated movement to music

Lesson Two's focus of movement is on the feet, and specifically using the feet to walk. This again reinforces the concept of up and down. The leader will need a large rope (about 25 to 30 feet). The rope should be knotted every 18"-24" inches. The leader is at the beginning of the rope and the other staff members should situate themselves in the middle of the rope and at the end. Each student will hold on to a knot on the rope. Use the song "Walking Notes" by Hap Palmer (from the album The Feel of Music). When the tempo slows down, the staff person at the end of the rope will pull back and state "slow down". When the tempo speeds up, the leader at the beginning of the rope will pull forward and say "speed up". If your students catch onto this rapidly, try the activity without the rope.

Parachute activity

The objective now is not only to grasp the parachute, but to move it up and down. The leader may want to put several balloons or a beach ball in the center so the students have a visual reinforcer of something moving up and down. Try to get the students to move the parachute up and down through an entire song.

Song selections include: "Uptown Girl" Billy Joel (INNOCENT MAN)
"Boogie Down" Al Jarreau

Relaxation

The group repeats the Sponge exercise described in the first relaxation activity. Again, be aware of breathing rates and the transition to another classroom center.

LESSON THREE

Performance objectives

This is a review of Lesson's One and Two. The teacher should use this opportunity to focus on the performance objectives with which the student has had the greatest difficulty.

Activities

All students will be seated in chairs in a semi-circle. Staff members will stand behind the students. The leader will stand in the center of the semi-circle. There will be an emphasis on hand and foot movements as well as stressing the concepts of up and down.

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. These should focus on moving hands and feet, and moving various body parts up and down. As described in previous lessons, these movements can include:

HANDS: clap hands, shake hands, wave hands, hold hands together, hold hands with a friend, tap body parts with hands, slap hands
FEET: stamp feet, slide feet, shake feet, touch feet with a friend

Jump up and down, move arm up and down, alternate; move leg up and down, alternate; put head up, put head down, hands up in air, hands down on knees, etc.

Improvisational dance

The students should be ready to do the "dance" in front of their chairs. The leader will model actions for the students to imitate. Use any of the songs from Lessons One and Two, which included "Sir Duke", "Celebration", "Funky Penguin" and "Joy". Do not introduce an unfamiliar song during the review session.

Relaxation

Repeat either "Sponge" exercise described in the previous lessons. If the students are still experiencing difficulty regualting breathing or understanding "breathe in and breathe out" try some of these suggestions from the manual RELAXATION by Joseph Cautela and June Groden.

Have the students seated in chairs. Use the following children's toys to help facilitate breathing. Cautela and Groden have ranked these toys in order of difficulty, amount of breath needed and the size of the mouth opening (pg. 65)

(1) Large whistle

(2) Flute-like plastic toy

(3) Party horn

(4) Elastic bubble

(5) Harmonica

(6) Party Blower

Using an isolated movement to music

Alternate the activities described in Lesson's One and Two every day. You may begin with the hand exercise, then do the walking activity the following day. **

Parachute activity

Repeat the activity described in Lesson Two.

Relaxation

The group repeats the exercises described in the first relaxation activity. You might want to bring out a pinwheel and see if the students can make it move by breathing. This activity should be done while they are seated.

NOTE When you are doing the hand activities described in "Using an Isolated Movement to Music", you might want to have the students imitate any hand movements that could enable them to use sign language more efficiently, if they are using that mode of alterntive communication. For instance, the hands brought together to sign "shoe" would fit into a rhythm pattern nicely.

LESSON FOUR

Performance objectives

1. The student will respond to a music stimulus with a motor action.
2. The student will move arms in isolation of other movement patterns.
3. The student will sit on the floor in a relaxed state for twenty seconds.
4. The student will grasp the end of a parachute.

Activities

All students will be seated in chairs in a semi-circle. Staff members will stand behind the students. The leader will stand in the center of the semi-circle.

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. These should focus on moving body parts up and down. Combine the concepts of "up/high" and "down/low". These can include standing up and sitting down, raise arm up and bring it down, jump up and come down, head up...head down, leg up and leg down, hands up in hair, hands down on knees, etc. "Hands up high, hands down low".

Improvisational dance

The leader will select one student to model beginning peer awareness and interaction activities. (S)he will model actions for the students to imitate. The staff members will reinforce students for touching or looking at their partner during the dance. Again, the dances are done within the designated area of the semi-circle.

Week one: Use the song "Jump For My Love" by the Pointer Sisters. When the chorus states "jump for my love" encourage the students to hold hands and jump together

Week two: Try activities to the song "Let's Get Physical" by Olivia Newton-John. See if the students can hold both hands and rock back and forth for a portion of the song.

Again, reinforce any voluntary, purposeful movement/motor pattern during the song.

Relaxation

The exercise for relaxation is called the "Mountain" and is from the book Relaxation Techniques for Children by Betty Fink. Have the students sit crosslegged on the floor, spaced so they are not touching. Tell them to close their eyes and relax. Breathe in and raise arms straight up over your head with palms touching. Sit straight and tall like a mountain while breathing deeply. Hold. Try to keep the position for twenty seconds. Release and lower arms, repeat.

Using an isolated movement to music

The focus of movement is on the arms. The group leader will model actions and movements performed with the arms: raising arms, shaking arms, lowering arms, pushing arms outward from body, circling arms, placing arms around body (hugging self), raising one arm at a time, using both arms to do the "wave", etc. Staff can assist the students to complete the actions.

After all the actions have been modeled, repeat the activity with music. Staff will reinforce any student using an arm movement in isolation of other movements.

Songs include: "Eye of the Tiger" Survivor (theme from Rocky III)
"Gonna Fly Now" Bill Conti (theme from Rocky)

Parachute activity

The group will continue to practice the skills learned in the first three lessons. These are grasping the parachute and moving arms up and down. Use the terms "high" and "low" when giving directions. Use a nerf ball or beach ball in the center of the parachute and see if it is possible to keep the ball in the parachute during the song. This will create a feeling of object control.

Songs include: "Spinning Wheel" Three Dog Night's Greatest Hits
"Up, Up and Away" Fifth Dimension

Relaxation

The group repeats the "Mountain" exercise described in the first relaxation activity. Again, be aware of breathing rates and the transition to another classroom activity.

LESSON FIVE

Performance objectives

1. The student will respond to a music stimulus with a motor action.
2. The student will move legs in isolation of other body parts.
3. The student will stand in a relaxed body stance for thirty seconds.
4. The student will hold on to a hula hoop for the length of a song.

Activities

The semi-circle format will still be used. If you have been doing the lessons regularly for the past two months, you will be able to have the students sit on the floor without the support of a chair. Use tape to mark a semi-circle structure as illustrated and mark a spot for each person.

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. It can include clapping, shaking, twisting of body parts. Movements should also focus on moving the body parts with the commands "in and out"- "Jump In... Jump Out!" "Move your leg IN...Move your leg OUT!"

Improvisational dance

The leader will select one student to model beginning peer awareness and interaction activities. (S)he will model actions for the students to imitate. The staff members will reinforce students for touching or looking at their partner during the dance. Again, the dances are done within the designated area of the semi-circle.

Week One: Use the song "Neutron Dance" by the Pointer Sisters
Week Two: Use either "Material Girl" by Madonna or "Karma Chameleon " by Culture Club

Relaxation

This relaxation exercise is called the Tree and is a variation of a yoga exercise. Students should be standing on their spot in the semi-circle format. Have them spread their legs about a foot apart. Breath in and raise arms up above head in a big V with hands open wide like a big tall tree. Hold. Bring palms together and gently sway body from side to side like a tree in the wind. Drop arms to sides, relax. Repeat.

Using an isolated movement to music

The focus of movement is on the legs. Although the activity is designed to try to get students to move this body part in isolation of all others, it may be difficult since it could disturb the student's balance. Let the group leader model actions and movements with the legs: legs kicked out, legs in, bending and unbending with legs, shake leg, twist leg, jump, slide legs, stand on one leg. Staff can assist students to complete the actions.

After all the actions have been modeled, repeat the activity with music. Staff will reinforce any student using a leg movement in isolation of other movements.

Songs include: "One" from the soundtrack A Chorus Line
"Ease on Down the Road" from the Wiz
"Puttin' On the Ritz" by Wayne Ruchgy

Object control

The students will be introduced to the hula hoop. Activities will now be focusing on peer awareness and object control. The students will be using the hula hoop in pairs. Ideas include:

-Hold onto the hula hoop and move to the music in a circle. (from outside)
-Students are IN the hula hoop and hold onto the hoop while moving in a circle.

Songs include: "Will It Go Round in Circles?" by Billy Preston

Relaxation

Repeat the exercise called the Tree. Students may attempt to try a variation where they lift (slightly) one foot and point knee out to the side. Repeat the same swaying and breathing exercise. Be aware of breathing rates and the transition to another classroom center.

LESSON SIX

Performance objectives

This is a review of Lesson's Four and Five. The group leader should use this opportunity to focus on the performance objectives with which the student has had the greatest difficulty.

Activities

Use the semi-circle format described in Lesson Five.

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. These should focus of moving arms and legs, and moving body parts to one-step commands stressing the concepts of up and down, high and low and in and out. Suggestions for actions are given in Lessons Three, Four and Five.

Improvisational dance

The students should be encouraged to do the "dance" with a peer and within the parameters of the semi-circle format. The group leader will select a partner and model actions for the students to imitate. Use any songs from Lessons Four and Five, which included "Neutron Dance", "Jump (for My Love)", "Let's Get Physical", "Material Girl" and "Kharma Chameleon". Do not introduce an unfamiliar song during the review session.

Relaxation

Repeat either the "Mountain" or the "Tree" exercise from the previous lessons.

Using an isolated movement to music

Alternate the activities described in the previous lessons. Songs and activities to try include:

Focus on hand movements:	"Give That Boy a Hand" Denice Williams
Focus on foot movements:	"Footloose" Kenny Loggins
Focus on arm movements:	"We Are The World" USA for Africa
Focus on leg movements:	"One" from the soundtrack A Chorus Line

You may want to try the dance exercise "Flashdance" with this group at some point during the review session.

Object control

Use the hula hoop and try moving it up and down with a partner. Use the song "Gonna Take You Higher" by Sly and the Family Stone. You can also repeat any of the activities from lessons four and five that use the hula hoop or the parachute.

Relaxation

Repeat either the "Mountain" or the "Tree" exercise. Be aware of the student's breathing rates and the transistion to another classroom center or activity.

LESSON SEVEN

Performance objectives

1. The student will respond to a music stimulus with a motor action.
2. The student will use a gross motor movement while participating in a peer activity.
3. The student will imitate a relaxation exercise for 60 seconds.
4. The student will grasp small ring while facing a peer.

Activities

The students will begin to do the creative movement lessons in a circle. The group leader will conduct the sessions from the center of the circle. You may wish to mark spots on the floor with colorful tape to provide a visual cue to students who need reminders not to wander. If students have difficulty making a circle, try this activity from Fay's Sixth Fifty, by Fay Anderson.

RING-A-CIRCLE

This activity was designed for students who have difficulty understanding the concept of "circle".

If you have students who have difficulty following such directions as, "Stand in the middle of the circle", or "Hold hands and make a circle", because they don't understand the words, this activity should be of value to your program.

Have students join hands for a familiar circle game such as Ring-Around-the-Rosy, and sit on the floor at the end of it. If students sit in the approximate positions in which they were standing, they should form a fairly good circle. You may need to help some of them move a little.

Then, while they are sitting, pass the end of a brightly colored length of yarn around the circle, and encourage each student to hold the yarn lightly as it moves past him. Once the end of the yarn has returned to you, ask everyone to hold onto the yarn while you tie the ends together, then ask everyone to stand up and place the yarn on the floor at their feet.

Exclaim over the fact that together they have made a circle. Then let individual students "Walk around the circle", "Walk on the circle", "Jump into the circle", and "Step outside the circle", etc.

Repeat this production of a self-made brightly colored circle several times a week until students are able to "Hold hands and make a circle" without the need to see one.

Warm-up

Students have worked on lessons that focused on movements of hands, arms, feet and legs. The group leader should model all the movements learned. These can include clapping, shaking parts of the body, twisting, jumping, bouncing, sliding and tapping various body parts. Stress the concepts of up/down, high/low, and in/out, and introduce back/forth. Staff can physically assist students to complete motor actions.

Improvisational dance

Use songs of varying tempo. On one day, try a slow tempo for the students to work with. A good selection is "Summer Breeze" by Seals and Crofts. You can try using scarves or crepe paper for the students to grasp and move during the dance. An upbeat song such as "I'm So Excited" by The Pointer Sisters can be used the following day. The staff members will reinforce students for: (1) staying in their designated spatial area, and (2) exhibiting a voluntary motor action during the song.

Relaxation

Have the students do the exercise "Rock and Rolls". Let each student sit on the floor. The group leader should model the following exercise:

STEP 1: Bend your knees and put your feet flat on the floor. Wrap your hands around the front of your knees.

STEP 2: Tuck your chin in towards your chest and rock yourself back gently on your spine.

STEP 3: Keep your chin tucked in and rock back up to your sitting position. Keep rocking gently back and forth on your spine.

EXTRAS: This is a basic spinal warm-up which loosens, strengthens, and increases the flexibility of the back.

NOTES: If may take several times doing this before the children can keep their balance while rocking. After this is achieved, encourage them to keep their eyes closed during the exercise and to breathe with the posture . . . breathe in as you rock back . . . breathe out as you rock forward. Don't stop in the positions . . . this should be a smooth, flowing posture.

Using an isolated movement to music

Take students through the dance exercise "Eye of the Tiger". It provides an opportunity for the group to use this skill in a more "normalized" and age-appropriate experience.

Partner movement activity

Each student should be paired with a peer. The group leader should select a student to model the activity with. This activity will stress the concepts of back and forth along with the movement of rocking.

One activity uses the song "Rock With Me" by Michael Jackson. One student sits spread-eagle and another sits between his legs, back facing first student's face. The first student will place his hands on the shoulders of his partner, and rock back and forth during the song. If this is too much for the students to handle, have the partners face each other, hold hands, and rock back and forth.

The students can also use the song "Together" by Nap Palmer (from the album Easy Does It) and rock together in a small circle.

Object control

The students will continue to work with a partner and a hoop. Use a sturdy hoop, smaller than the hula hoops. A suggestion is a small bicycle inner tube. Do the following activity, "Takes Two to Tug" from Fay's Fifth Fifty by Fay Anderson. Again, stress the concepts of rocking and the vocabulary "back and forth".

Let two students sit facing each other on a mat with their legs bent at the knee and toes up touching each other.

Give them the ring to hold with both hands, then encourage one student to lie back as far as he can while the other student leans forward. The smaller the ring, the better the stretch. Next, encourage the other student to lie back while the one who was lying bends forward at the waist.

As the students push on each other's feet they can begin a rhythm of teeter-tottering back and forth.

This activity is excellent stretch and release exercise for shoulders, arms, back, legs and stomach.

BEST COPY AVAILABLE

Please encourage students to keep their knees bent as they pull up so the stomach-not the back-will do the pulling.

The activity could be carried out anywhere, but the mat is important if students tend to let go of the ring.

Relaxation

Repeat the "Rock and Rolls" exercise.

LESSON EIGHT

Performance objectives

1. The student will respond to a music stimulus with a motor action.
2. The student will use a gross motor movement while participating in a peer activity.
3. The student will imitate a relaxation exercise for 60 seconds.
4. The student will grasp crepe paper while facing a peer.

Activities

The students will begin to do the creative movement lessons in a circle. The group leader will conduct the sessions from the center of the circle. You may wish to mark spots on the floor with colorful tape to provide a visual cue to students who need reminders not to wander. If students have difficulty making a circle, refer to the activity from Fay's Sixth Fifty as described in Lesson Seven.

Warm-up

The students will work on movements with the knees in addition to all the other movements they have learned. Have students bend and unbend knees, and tap knees. Continue to practice all the other movements learned. These can include clapping, shaking parts of the body, twisting, jumping, bouncing, sliding and tapping various body parts. Staff can physically assist students to complete motor actions.

Improvisational dance

There are two activities you can do. Continue working with scarves and crepe paper for the students. Try movements to the song "Rhythm of the Night" by DeBarge. If you wish to stress the concept of bending and the body part "knees", use the song "Ain't Too Proud to Beg" by the Temptations and have students kneel during the praise "ain't too proud to beg". Staff members will reinforce students for: (1) staying in their designated spatial area, and (2) exhibiting a voluntary motor action during the songs.

Relaxation

This exercise is called the "Lion" and it is a yoga posture from Yoga for Handicapped People by Barbara Brosnan.

The Lion: Sitting

a. Kneel and sit back on the heels, if possible with the ankles crossed so that the right foot is under the left buttock, and the left foot is under the right buttock. If not, sit in any comfortable position;

b. Rest hands on knees, keep the spine, head and arms straight;

c. Breathe in, lean forward, open mouth, let out breath with a "roar". Let students scream if they can.

d. Repeat four times. After Step C, return to position described in Step b. above.

Using an isolated movement to music

Take students through the dance exercise "Flashdance". It provides an opportunity for the group to use this skill in a more "normalised" and age-appropriate experience.

Partner movement activity

Each student should be paired with a peer. The group leader should select a student to model the activity with. This activity will allow students to gently touch a friend.

Have one student lie on the floor. The other student should sit or kneel next to him. Play the song "Friend on the Floor" by Hap Palmer. Repeat the activity so both students get a chance to be the "friend" on the floor.

Object control

The students will continue to work with a partner. They will use long pieces of crepe paper or ribbon. Each student will grasp an end of a ribbon in each hand. While facing each other, they will move the ribbons up and down while listening to the song "It Takes Two" by Rim Weston and Marvin Gaye.

Relaxation

Repeat the "Lion" exercise.

LESSON NINE

Performance objectives

This is a review of Lessons Seven and Eight. The group leader should use this opportunity to focus on the performance objectives with which the student has had the greatest difficulty.

Activities

Use the Circle format described in detail in Lesson Seven.

Warm-up

The leader of the group will model and verbally describe a variety of simple actions for the group to imitate. Past Lessons have included movements of hands, arms, feet, legs and knees. Suggestions for actions are given in Lessons Seven and Eight.

Improvisational dance

Use any of the dance suggestions from the past two Lessons. These included:

"Summer Breeze" by Seals & Crofts
"I'm So Excited" by the Pointer Sisters
"Rhythm of the Night" by DeBarge
"Ain't Too Proud to Beg" by the Temptations

Relaxation

Repeat either the "Lion" or "Rock and Rolls" from the previous Lessons.

Using an isolated movement to music

Practice the dance exercise(s) "Eye of the Tiger" and "Flashdance".

Partner movement activity

Repeat either activity from Lesson Seven or Lesson Eight.

Object control

Again, use the suggestions from previous lessons. You could also have one student hold onto a piece of crepe paper with a balloon tied to the end. The partner has to hit the balloon. Listen to the song "We Go Together" by John Travolta and Olivia Newton-John from Grease.

Relaxation

Repeat either the "Lion" or "Rock and Rolls" from the previous Lessons.

WE'RE REALLY [illegible] . . . SO LET'S DANCE

The following activities have been designed to capitalize on the current "dance-exercise" movement. These activities use a sequence of movements to a popular song. It is not the intention of these activities to teach new movements, but to provide an opportunity for students to use what they already know in a more normalized activity.

It's easy to plan your own dance exercises. Just follow these steps!

1. Select a current popular song.
2. Observe the students who will participate during physical education, language group and free time. List all the gross motor movements you have observed them doing independently.
3. Listen to your song selection, and put these movements into a sequence.

Three selections have been included here to get you started. They vary in their degree of difficulty with "Eye of the Tiger" the easiest, and "America" the most difficult. These dance exercises are great opportunities to teach important imitation skills in an activity that appears very leisure-oriented.

Once students learn the sequence, the teacher can make a video tape of herself doing the exercise. The students can then watch "T.V." and do the exercise to music. Look out, Jane Fonda! Staff can also form a "Dance Troupe" and have the students perform for the school, parents and neighborhood groups.

Music Exercise: **"THE EYE OF THE TIGER" (Survivor)**

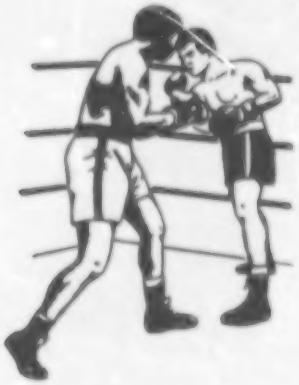
Movements and Skills Stressed: "Punching" arm out in front of body with hand in fisted position (alternating); clapping hands; walking forward and backward; point to eyes; jumping in place; tap thighs; raise arm up and down (alternating).

Set-Up: All students are lined up side by side.

Sequence of Movements:

1. During first musical bars - make "punches", alternating arms, on the drum accents.
2. Tap thighs during the next bar.
3. Jump on drum beat.
4. Repeat #2 and #3 for next bar.
5. Using the "singing" as a cue - walk forward and backward (rhythmically) during the next two bars.
6. Stand in place - point to "eyes" on cue "eye of the tiger".
7. Raise arms up and lower, alternating.
8. Repeat #6 on "eye of the tiger".
9. Clap hands 3 times.
10. Repeat #5.
11. Repeat #6, #7, #8, and #9.
12. Repeat #5.
13. Repeat #6, 7, and #8.
14. Repeat #1.

If you are going to perform this for a group, let the students wear T-shirts, shorts, tennis shoes and boxing gloves as a costume. The boxing gloves can most likely be borrowed from an area high. This is a good activity to teach students before a big "boxing" event - such as the Rearns vs. Hagler fight.



Music Exercise: **"FLASHDANCE . . . WHAT A FEELING!"**

Movements and Skills Stressed: Identification of major and minor body parts, tapping, clapping with hands, walking forward and backward, moving arms up and down, jumping in place.

Set-Up: All students are lined up side by side.

Sequence of Movements:

1. Begin in a standing position.
2. Bend down and touch toes. Move hands up legs and rest on knees.
3. Hold arms in front of body. Move up and touch head.
4. Tap ears, then tap eyes.
5. Hug body with arms.
6. Place hands on hips. Move right arm up four times, as if punching air. Repeat with other arm. Do this movement twice.
7. Hold hands with person next to you. Walk forward and then return to spot walking backward. Repeat.
8. Bend down, tap the following body parts that are called out: toes, knees, thighs, shoulders.
9. Tap ears, then tap eyes.
10. Hug body with arms.
11. Repeat Step 6.
12. Repeat Step 7.
13. Jump in place and clap on the beat.
14. Repeat Step 6.
15. Repeat Step 7.

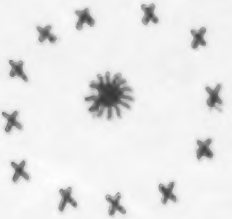
This can be adapted to wheelchair students by simply eliminating Step 7 and the jump in Step 13. Students in wheelchairs may be pushed in a forward and backward manner instead of doing a walking step.

Developed by M.D. Barringer for Western Kentucky Educational Cooperative
Murray State University
Murray, Kentucky

Music Exercise: "AMERICA" (Neil Diamond)

Movements and Skills Stressed: Clapping hands, holding partner's hand, grasping an object, walking back and forth, jumping in place, raise and lower one arm (alternating), raise and lower both arms together.

Set-Up: This dance exercise is done in a circle format. The teacher may wish to mark the student's place with a red, white or blue star, covered with clear contact paper. A tether ball pole or similar apparatus is placed in the middle. Attach streamers of crepe paper (red, white and blue) to the pole. There should be two streamers per student, and the color should correspond to the color on the student's star spot. The students start the exercise on the star, with the streamers lying at the base of the pole.



Sequence of Movements:

1. Clap hands during the first three musical bars.
2. On the cue "for", walk forward to the middle of the circle.
3. On the cue "without a home", walk backward to original spot.
4. On the cue "not without . . .", walk forward to middle of circle.
5. Raise arm up high on star.
6. On "free", raise up other arm.
7. Move both arms up and down, as if "flying".
8. On "hang on", grab next person's hands.
9. Sway side to side.
10. On "home", place hands on hips.
11. Raise right arm up four times, as if punching air.
12. Repeat with left arm.
13. Raise right arm up three times, as if punching air.
14. Repeat with left arm.
15. On "home", drop arms down at sides.
16. Walk backward to original spot.
17. Hold out both arms, palms outward, in front of chest (cue "grace).
18. Hold out both arms, slightly above head (cue "freedom").
19. Hold hands high above head (cue "freedom").
20. During the musical bars, walk forward, grasp streamers and walk back to original spot.
21. During the singing part, students will raise and lower arms (and streamers). Group leader sets "beat".
22. On the cue "today", students should raise streamers high and shake them. Lower and repeat on each cue word.
23. During "pledge of allegiance", students, still holding streamers, cross hands on chest to sign "Love".
24. On cue "today", hold arms up high, shake streamers.
25. On cue "today", jump in place holding streamers till end of song.

Culinary Arts Experiences for Severely Impaired

There are hundreds of publications that elaborate on the values of cooking experiences for the developmentally disabled. We'll avoid repetition by referring you to All Together Now! by M.D. Barringer and C. Kosal-Smither, and "SPECIALITY" (Winter, 1985), available through the WCISD. Both booklets offer rationale and suggestions for group cooking experiences.

This section on cooking offers ideas for teachers who wish to use cooking as a leisure activity which follows an "adult education" class format. Specific skills are stressed during the 16-week class (course). The teacher's guide from the Cook and Learn series by Beverly Veitch and Thelma Harms offers these suggestions for setting up the cooking area and displaying recipes.

Separate preparation, cooking, and eating

To avoid confusion, separate preparation, cooking, and eating by using several tables. If the adult thinks of the cooking activity as a logical series of steps and sets up the activity in that context, the students can more quickly master the situation and become independent.

Schedule enough time for every step

When there is time to move systematically from preparation through clean-up, with the students assuming as much responsibility as possible, cooking becomes a learning experience. Repeating the same cooking activities several days in succession helps students solidify what they have learned.

Use pictorial, sequenced recipes

Several formats are possible for using the pictorial recipes in Cook & Learn. By far, the simplest format is to copy each step of the recipe onto a single piece of poster board or large file card. An 18" x 21" piece of poster board can be cut into nine 7" x 9" pieces without much waste. If 5" x 8" file cards are used, an acetate recipe card holder will keep the cards clean. Place the single pictures in sequence from left to right, directly behind each ingredient.

Using the enlarged recipe, the young child can follow the process by focusing attention on a single step at a time. The student also gains experience in moving from left to right, the direction necessary for reading.

The accordion format, also a single-sequence line, is slightly more difficult to follow. Each step of the recipe is copied, enlarged, onto a single sheet, and hinged to the previous step with tape. The student again follows left to right, but without the exact one-to-one correspondence between object and picture possible with separate recipe cards.

In the easel format, one cookbook page is enlarged to the size of easel or posterboard paper. An adult can point to the various boxes on the page as the student follows visually. As an intermediate step to using the easel format, a personal copy of the recipe for each student to follow by checking off steps is helpful. Students can take home these recipes to discuss with parents/caregivers.

Flannel boards can also be used to present recipes. Cups, spoons, symbols, and rosters for measurements, and process words like "stir" and "knead" can be drawn on pieces of flannel and used to construct a recipe. One advantage of the flannel board is flexibility—additional recipes can easily be introduced with the same symbols. After the activity, students can play with the flannel board recipe; this reinforces the cooking sequence.

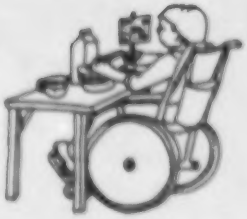
Since the recipes are used during cooking, they are bound to get messy like everything else. Protect the cards with a plastic surface: clear contact paper, lamination, or a plastic sleeve or page cover. Remember to write the recipe name on the back of each card to keep all recipe steps together.

The regulations governing cooking vary from school to school and other environments. The majority of the recipes included require little "cooking" with appliances. However, if you are permitted to cook with appliances, these utensils are suggested. Veitch and Harone also suggest that if you must set priorities, get a blender and an electric frying pan.

Margarine tubs
Transparent measuring cups: 1 cup size or larger
Measuring cups that can be leveled on the top (2 sets)
Measuring spoons (2 sets)
Forks (for mashing)
Vegetable peelers (4)
Small cutting boards (4)
Vegetable scrubbing brushes (2)
Small paring knives (4)
Large knife (1)
Eye dropper (for measuring drops)
Potholders (2)
Plastic mixing bowls of several sizes (2 sets)
Can opener with handle
Bottle opener
Plastic or oil-cloth table covers (2)
Dish pans (2)
Detergent
Small sponges (4)
Dish drainer and tray
Pot scrubbers
Rubber or plastic spatula
Pancake turners (2)

Wooden spoons
Small wire whisk (for beating eggs)
Egg beater
Rolling pin
Wire cake racks
Spoons
Sifter (sieve can be used)
Cookie sheets (3)
Small loaf pans (one per child) (4½" x 2" x 1½") or small foil pans
Muffin pans (1¼" diameter) (2 or 3)
Paper cupcake liners (fold to fit small muffin tins.)
Grater
Cookie cutters
Canisters to hold sugar, flour, etc.
Pots — small, medium, large. Pyrex preferred
Colander
Strainer
Electric frying pan
Hot plate
Griddle
Grinder
Flour or feed mill (to grind grain into flour)

The recipes will follow this sequence of skills:



1. Squeezing (Week 1)
2. Shaking (Weeks 2, 3, and 4)
3. Stirring and Mixing (Weeks 5 and 6)
4. Mashing (Week 7)
5. Spreading (Weeks 8 and 9)
6. Cutting/Slicing (Weeks 10, 11 and 12)
7. Rolling/Crushing (Weeks 13 and 14)
8. Energyboard (Weeks 15 and 16)

Many of the recipes have been taken from No-Cook Cookery by Joan Stangl ($3.00 from author at 1658 Calle La Cumbre, Camarillo, California 93010); Cook an' Learn (available through Addison-Wesley Publishing) and Super Snacks by Joan Warren ($4.50 from Warren Publishing, P. O. Box 2253, Alderwood Manor, Washington 98036). We highly suggest ordering these excellent resource materials.

Week 1: **Introduction to Class/Squeezing**

This first week is used to acquaint the students with the procedures and equipment used in class. You may wish to have an apron with each student's name on it that they will find and wear during the "cooking class".

The following recipes will stress the idea/skill of squeezing. You will want to have juicers available.

Orangeade
(Serves 1)

1/2 orange
1/2 cup cold water

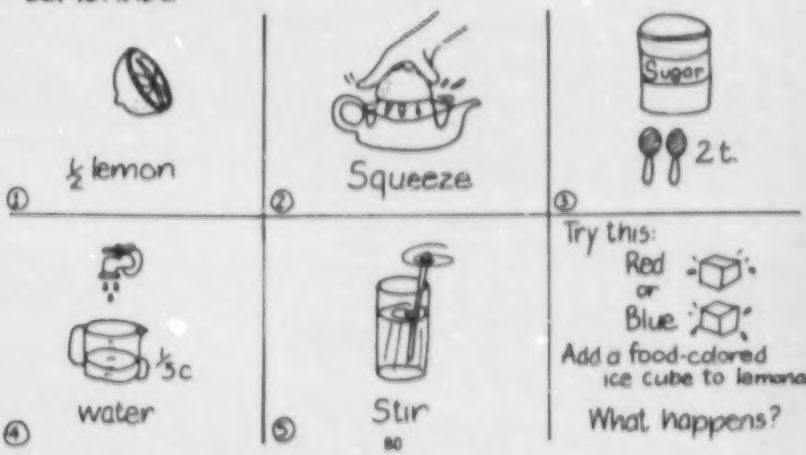
Squeeze juice from orange into a glass. Add water and stir until mixed.

California Punch
(Serves 4)

1/2 lemon
1/2 orange
1/2 grapefruit
1/2 lime
4 tablespoons sugar
2 cups cold water

Squeeze juice from each of the four fruits. Mix together with the sugar. Add cold water and stir until well mixed.

LEMONADE



Weeks 2, 3 and 4: **Shaking**

Have a variety of jars with tight lids available.

Orange Julia

1/3 cup non-fat dry milk
6 oz. can frozen orange juice
1 cup water
1/2 cup crushed ice.

Blend together for a delicious drink. Makes 5 4-oz. servings.

Carob Milk

1 cup cold milk
1 tablespoon honey
1 1/2 tablespoons carob powder
1/4 teaspoon vanilla

Measure into a jar, replace lid and shake until well mixed. Pour into cup. Serves 1.

Cold Cocoa

1 1/2 teaspoon cocoa
1 tablespoon sugar
1/2 cup cold milk

Put cocoa, sugar and 1 tablespoon milk into jar. Stir or shake until smooth paste. Add remaining milk and shake until well mixed and foamy. Pour into glass or cup. Serves 1.

Fruit Soda

1 bottle Club Soda
1 bottle or can of unsweetened fruit juice

Mix soda and fruit juice half and half. Serve with ice cubes.

Juice Suggestions: Grape juice, orange juice, new unsweetened punch juices.

Grape Fruit Punch

1 bottle unsweetened grape juice (40 oz.)
1 tablespoon orange juice concentrate
1 cup water
1 teaspoon lemon juice

Mix together above ingredients and add one sliced orange and some ice cubes for a festive Easter punch.

Red Pineapple Punch

1 large can unsweetened pineapple juice
6 cups water
1 small package unsweetened punch Koolaid

Mix ingredients together, stir and serve with ice. A real favorite with moms and kids. Makes 24 4-oz. servings or 12 8-oz. servings.

Frozen Juice Drink

2 tablespoons frozen juice concentrate (apple, grape or orange)
1/2 cup cold water

Shake together in a covered jar until well mixed. Serves 1.

Weeks 5 and 6: **Stirring and Mixing**

Provide a variety of bowls and large spoons (wooden, plastic and metal).

Peanut Butter Dough

1 cup peanut butter
1 cup corn syrup
1 1/2 cups powdered milk
1 1/2 cups powdered sugar

Mix all together and divide into five balls. Use as a play dough or for eating. Serves 5.

Frosting Dough

1 can white frosting mix
1 1/2 cups powdered milk
1 cup peanut butter

Mix all together in a bowl. Divide into smaller balls. Use as a play dough or for eating. Serves 4 - 6.

Mock Champagne

12 oz. can apple juice concentrate
32 oz. bottle carbonated soda (club soda)
24 oz. water (two cans full)

Stir above ingredients together in a pitcher. Makes 17 4-oz. servings.

No-Bake Cookies

1 tablespoon corn syrup
1 tablespoon peanut butter
1/2 cup Rice Krispies

Mix syrup and peanut butter together. Add Rice Krispies and mix until coated. Spoon onto wax paper. Let set. Serves 1.

Fondant

1 tablespoon soft butter
1 tablespoon white corn syrup
2 drops vanilla
dash salt
1/3 to 1/2 cup powdered sugar

Mix all ingredients together using only 1/3 cup powdered sugar. Add additional powdered sugar to form firm balls. Chopped nuts, candied fruits, chopped dry fruits, coconut or chocolate chips may be added to mixture. Serves 1.

Cottage Cheese Dips

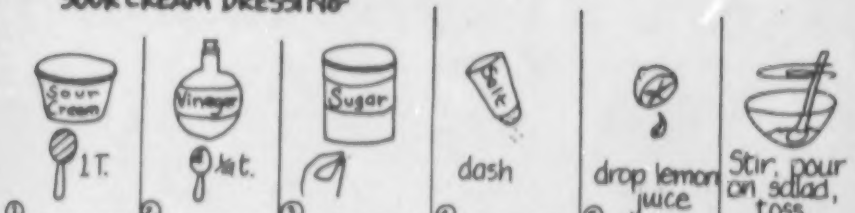
1/3 cup milk
1 pint cottage cheese
1/2 pkg. onion or veg. soup mix

OR

1/2 cup mayonnaise
1/2 cup sour cream
1 pint cottage cheese
1 can tuna fish

Blend dips together by hand or in a blender. Refrigerate 1/2 hour. Serve with raw vegetables such as carrot and celery sticks, zucchini, cucumber or potato slices or small pieces of cauliflower or cherry tomatoes on a toothpick.

SOUR CREAM DRESSING



FRENCH DRESSING

Week 7: Mashing

Have potato mashers and plenty of metal forks available.

Fruit Punch

2 strawberries (mashed)
1/4 banana (mashed)
1 tablespoon orange juice
1 teaspoon sugar
1/2 cup cold milk

Shake all ingredients in a closed jar until mixed. Serves 1.

Strawberry Jam

1 cup mashed strawberries
1 cup sugar
1 tablespoon lemon juice
1/4 bottle (1 1/2 oz.) Certo

Measure fruit into a bowl. Add sugar and mix well. Mix lemon juice and Certo together and stir into the berry mixture. Continue stirring for three minutes. Pour into cups or jars and let set in cool place for 24 hours. Makes 3 cups.

Avocado-Cheese Salad

2 tablespoons mashed peeled avocado
2 tablespoons creamed cottage cheese

Peel avocado and mash with a fork. Stir in cottage cheese. Serve on a lettuce leaf. Can also use for a spread on crackers or as a dip for vegetables. Serves 1.

Milk Shake

2/3 cup cold milk
1/2 mashed banana

Put milk and mashed banana into a closed jar and shake until well mixed. In place of the banana, substitute one of the following: 1/8 mashed avocado, 4 mashed strawberries or other berries or 2 tablespoons chocolate syrup.

Strawberry Squash

Besides just eating strawberries plain, your children may enjoy making their own simple strawberry jam. Give each child a strawberry. Have them wash their strawberry, remove the stem, chop up the berry and then squash it with a fork. This can be done on a plate. Give your child some wholewheat toast and let her spread on some peanut butter and top it all off with her squashed strawberry. Tastes great, especially if the toast is still warm.

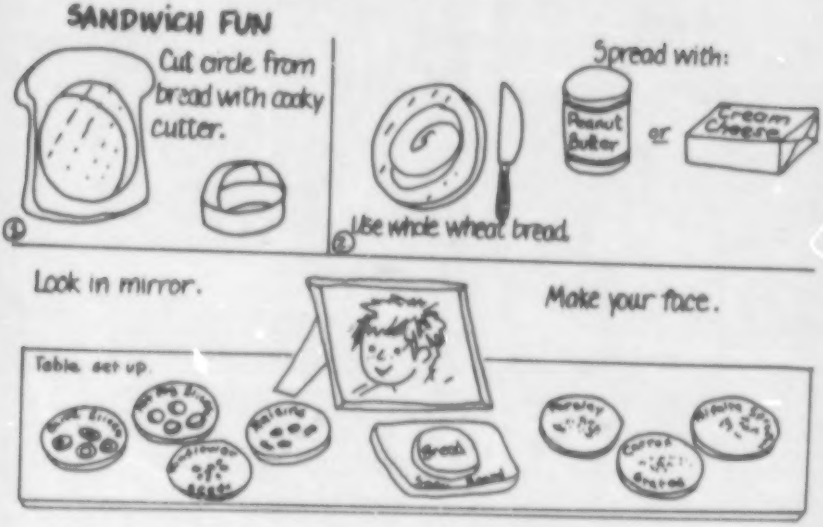
Avocado Dip

1/4 ripe avocado
1 teaspoon catsup
dash each of salt, pepper and chile powder

Peel avocado and mash with a fork. Add remaining ingredients and mix well. Use for a dip with crackers, chips or vegetables. Serves 1.

Weeks 8 and 9: **Spreading**

Provide a variety of plastic knives for students to use.



Christmas Tree

1/4 cup powdered sugar
2 tablespoons beaten egg white (beat egg white, then measure)
1/4 teaspoon soft shortening
1 pointed ice cream cone
Colored dry cereal

Mix sugar, egg white and shortening together. If mixture is too thin to spread add more sugar. If too thick add a few drops of water. Spread icing on inverted ice cream cone. Decorate with colored cereal. For a green tree add a few drops of green food coloring to mixture before spreading and decorate with popped popcorn. Makes 1.

Checkerboard Sandwich

1/4 slice rye bread
1/4 slice wheat bread
1/4 slice white bread
1 teaspoon each of any two sandwich fillings

Spread one filling on one quarter of bread, top with second quarter and spread on other filling. Top with third quarter of bread. Serves 1.

Peanut Butter and Applesauce

Spread peanut butter on whole wheat toast and cover with warm applesauce, sprinkle with cinnamon.

STUFFED CELERY

Wash, dry one stalk.

①

②

Stuffed

③

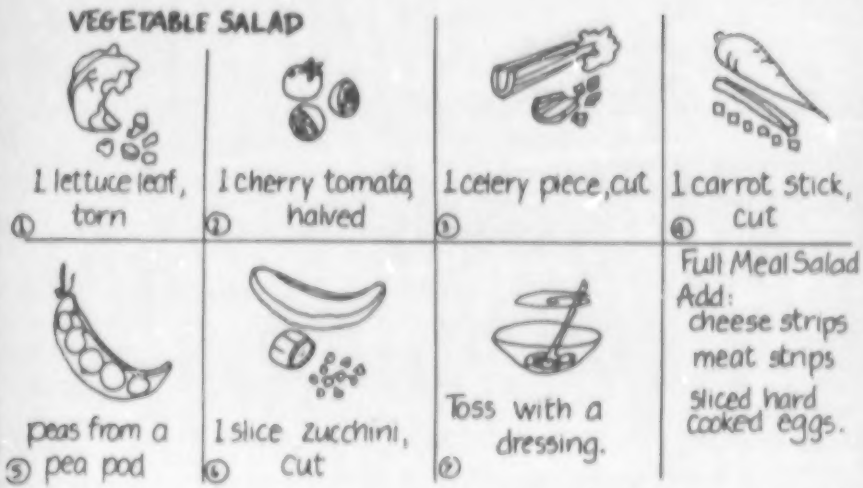
VARIATIONS:

Grated carrot + raisins.
Moisten with yogurt or mayonnaise

Cottage cheese or cream cheese.
Mix in alfalfa sprouts, crushed pineapple, or grated carrots

Weeks 10, 11 and 12 **Cutting/Slicing/Chopping**

Introduce sharper cutting knives for use.



Ambrosia

1/2 banana
1/4 orange
1 tablespoon coconut

Cut banana and orange into small pieces. Stir all together. Serves 1.

Banana Nut Roll

1/2 banana
1 tablespoon lemon juice
2 tablespoons coconut, wheat germ or Grape Nuts

Cut banana into 3 or 4 slices, dip in lemon juice, roll in coconut, wheat germ or Grape Nuts. Serves 1.

C R A M

2 small pieces celery
5 raisins
1/4 apple
5 small marshmallows
1 teaspoon mayonnaise

Cut apple and celery into small pieces. Add to other ingredients and mix well. Serves 1.

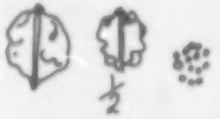
FRUIT SALAD

① ¼ apple, cut

② ¼ banana, cut

③ ¼ pineapple, cut

④ 2 orange sections



⑤ 1 walnut half, chopped

⑥ Stir and eat.

FRUIT SALAD VARIATIONS

Substitute or add:

- Melon balls
  Pears, peaches
  Nectarines
  Berries, grapes

- Raisins
  Dates
  Sunflower seeds
  Toasted almonds

- Serve with cottage cheese.

HONEY FRENCH DRESSING

1 T. oil
½ t. honey
½ T. lemon juice
pinch paprika

YOGURT DRESSING

1 T. yogurt or whipped cream
1 t. honey
½ t. vanilla or lemon juice

Banana Sprinkle

1/2 banana
1 tablespoon coconut
1 tablespoon honey
2 tablespoons milk
1/4 teaspoon cinnamon

Slice banana into a dish, sprinkle on coconut, pour on milk, pour on honey, sprinkly with cinnamon. Serves 1.

Green Salad

Sprouts are also great in salads. March is a good month to let your children tear and chop up green vegetables for a green salad. Ingredient suggestions: lettuce, cucumbers, green peppers, green onions, zuchinni and of course, sprouts.

Cabbage Patch

1 small wedge cabbage
1/2 slice pineapple
1 tablespoon pineapple juice
5 small marshmallows

Chop cabbage, cut pineapple into pieces, add juice and marshmallows and mix well. Serves 1.

Rounds

Slice carrots, cucumbers, zucchini with rounds. Let your child spread them with cream cheese, peanut butter, egg salad, etc.

Weeks 13 and 14: **Rolling and Crushing**

Provide rolling pins (or pop bottles), wax paper, and baggies.

Butter Balls

1 tablespoon butter
2 graham crackers
1 teaspoon peanut butter

Crush graham cracker in a plastic bag. Pour into a bowl. Add butter and peanut butter, mix well. Roll into balls and place on wax paper to set. Serves 1.

Peanut Butter Balls

1 tablespoon powdered sugar
1 tablespoon powdered milk
2 tablespoons peanut butter
2 tablespoons crushed graham cracker crumbs or wheat germ

Mix together sugar, milk and peanut butter and form into 4 or 5 balls. Roll in crumbs or wheat germ.

Honey Balls

1/4 cup peanut butter
1/4 cup honey
1/3 cup powdered sugar
1/4 cup grape nuts, wheat germ or graham cracker crumbs

Combine peanut butter, honey and powdered sugar and mix well. Form into balls and roll in wheat germ, grape nuts or crumbs. Serves 2.

Coco-Krisps

2 tablespoons corn syrup
2 tablespoons peanut butter
1/2 cup powdered sugar
2/3 cup to 1 cup Cocoa-Krispies

Mix together the syrup, peanut butter and powdered sugar. Stir in Coco-Krispies. Shape into balls and roll in remaining Coco-Krispies. Serves 2.

Banana Pops

Bananas
Popsicle sticks
Lemon juice
Grape Nuts

Stick banana halves onto popsicle sticks. Dip bananas into a mixture of 1/2 lemon juice and 1/2 water. Roll bananas in crushed Grape Nuts, place on wax paper and freeze.

Rolling

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